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ABSTRACT

This program, funded by the State of Michigan, was designed to provide compensatory education in basic reading and arithmetic skills for elementary school children with serious deficiencies in these areas. The composite achievement scores of the 1970-71 Michigan Educational Assessment Program were used to establish eligible school districts. Minimum performance objectives of at least one month's gain in achievement for each month of instruction as measured by approved pre- and posttest instruments were established for each student in the program. In order for each school district to receive the full allocation per pupil of $200, each student must achieve 75 percent of the specified objectives. Funds were allocated to those districts with the highest concentration of students achieving at the 15th percentile or below--112,500 children in 740 schools in 67 districts--and were used for payment of salaries for qualified teachers, aides, counselors, social workers, for educational materials and equipment, and for special training for teachers and other staff members. The program's objectives of increasing basic skills in reading and arithmetic were realized such that a lareg percentage of students who previously had performed below average can perform at an average or above average pace when programs are designed to meet their needs. (ST)

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A DESCRIPTION AND EVALUATION OF SECTION 3 PROGRAMS IN MICHIGAN 1971-72

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Addendum

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Prepared by:

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FOREWORD

We are pleased to present Report Number 2, the second of two reports providing a description and evaluation of the 1971-72 Section 3 compensatory education programs in Michigan.

This document is intended to provide legislators, educators and citizens with information regarding the 1971-72 Section 3 programs.

This report has been prepared by Dr. Maureen A. Sie; questions or requests for additional information relative to the data contained in this report may be directed to her at Research, Evaluation and Assessment Services, Michigan Department of Education.

John W. Porter

Superintendent
of
Public Instruction

ACKNOWLEDGEMENTS

All large projects require cooperative efforts, there are many individuals who contributed to the completion of this evaluation project. It is doubtful that this report could have been written without the cooperation of students, teachers and administrators of the 67 Section 3 school districts.

Dr. Howard Teitelbaum provided assistance in using the Michigan State University's statistical packages and its computer facilities for the analysis of Section 3 data. Mr. Steve Peter, Mr. Michael Tsai and Mr. Paul Canfield worked with the writer throughout the year to set up procedures for a student record keeping system as well as the maintenance, auditing and programs for the analyses of data.

Ms. Nancy Schoewe Heyser helped with the writing of the section on high and low achieving school districts and the preparation of tables, Ms. Ronnie Kurchner worked on the financial reports and Mr. John Orehovec prepared the graphs. They also worked jointly on updating the master file of the student records. Ms. Phyllis Wilson, Ms. Alice Vanneste and Ms. Chris Kilmer typed the manuscript.

The writer is also indebted to Prof. Robert Ebel, Prof. Fred Ignatovich, Prof. Mary Ellen McSweeney, Prof. Andrew Porter and Dr. Howard Teitelbaum of Michigan State University for their enlightened discussion on some issues concerning measurement and evaluation. The writer in no way implies that these persons are responsible for the contents of the report.

And finally, special thanks should be given to Dr. David Donovan, Director of Research, Evaluation and Assessment Services for his administrative support during the past year.

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OVERVIEW

"The first results from Michigan's $22.5 million 'accountability model' for compensatory education appear to dispute the contention that these programs cannot succeed. Under the state-funded 'comp. ed.' program, schools establish performance objectives, representing at least one grade level gain, for participating students. The program now reaches 112,000 elementary school children who rank in the bottom 15th percentile in math and reading in 67 school districts. In order for the school district to receive a full $200 per pupil grant in subsequent years, each student must achieve at least 75 percent of the specified objectives."

Education USA, December 18, 1972

The Michigan state legislature appropriated $22,500,000 for compensatory education during the 1971-72 school year under Section 3 of the State School Aid Act. The money was to be used to improve the reading and arithmetic skills of children with serious deficiencies in these areas and could not be used to supplant local expenditures.

The composite achievement scores of the 1970-71 Michigan Educational Assessment Program were used to establish eligible school districts. Money was allocated to districts at the rate of $200 per eligible pupil beginning with the district that had the highest concentration of students achieving at the 15th percentile or below on the assessment tests. This procedure was followed until all available funds were spent. There was sufficient money to cover 112,500 children in 740 schools in 67 districts.

There were two questions to be tested in the state's compensatory education program: 1) Can school districts be held accountable for educating the lowest-achieving pupils in their schools? and 2) Will the injection of additional funds for compensatory education improve the basic skills of low-achieving pupils?

Basically, the Section 3 program is a three-year performance contract between the school district and the state. Each of the eligible 67 school districts had to submit a proposal describing its goals, objectives and instructional processes. Minimum accomplishment objectives -- at least a month's gain for every month of instruction -- were established as performance objectives for each student in the program.

For each pupil achieving 75 percent of the accomplishment level, the school district would receive a full allocation per pupil for the following fiscal year. For each pupil achieving less than 75 percent of the accomplishment level, the district would receive an amount proportional to the gains attained.

Because of the late implementation of the compensatory education program -- it was funded in October of 1971 -- the Legislature authorized a one-year waiver of fiscal accountability, and thus there will be no penalty in 1972-73, for children achieving less than 75 percent of the accomplishment level during the 1971-72 school year.

The State Board of Education expected that basic skills programs would be designed to meet the particular educational needs of the children to be served. Imaginative thinking and new approaches in the design of reading and arithmetic programs were encouraged.

Some of the ways that Section 3 funds were to be used included the payment of salaries for qualified teachers, aides, counselors, social workers, and other staff members when they were added to the regular staff to improve the educational program for the Section 3 students. School districts might also purchase additional educational materials and equipment. Schools might offer special training for teachers, aides and other staff members. The

actual expenditures did not differ radically from these suppositions (see the Tables in the body of the report for details).

Section 3 rules stipulate (rule 3b) that, "the district shall include in its application a commitment that its minimum performance objective shall be an increase in achievement equivalent to one year's growth as specified in the performance objectives for this program as measured by approved pre- and posttest instruments."

Tables A and B summarize student achievement.

Among the students with matched pre- and posttest scores, more than half of the students achieved at or above the 100 percent of accomplishment level, that is at least one month gain in achievement per month in the program.

Twenty-eight percent of the students achieved at or above the 200 percent accomplishment level, which can be interpreted as at least two months gain per month in the program.

Twelve percent of these students made the 300 percent of accomplishment level or above, which is to say that they gained at least 3 months per month in the program.

Sixty-six percent of the Section 3 studetns, for whom matched pre- and posttest scores were available, achieved the 75 percent or above accomplishment level (the level at which full funding would be continued for another year if districts had been held fiscally accountable). For example, students who participated in the Section 3 program for eight months and gained six months in achievement scores would be considered to have met the 75 percent accomplishment level.

Assuming that, in general, normally progressive students achieve one year's growth as they advance from a lower grade to a higher grade each year, these data indicate that a large percentage of students who previously had performed

below average can perform at an average or above average pace when programs are designed to meet their needs.

It should be noted that the data contained in this report are based on the results of standardized norm-referenced achievement tests which were administered to Section 3 students by local school districts and reported to the Department of Education. Local school districts selected tests within guidelines established by the Michigan Department of Education and administration of the tests was controlled locally. Some of the problems associated with implementation and testing were discussed in A Description and Evaluation of Section 3 Programs in Michigan 1971-72, Report Number One.[1]

At this time, it is not known what caused the significant improvement in achievement by some students. In order to make such a determination, further information is needed on: (1) the effectiveness of planned educational delivery systems; and (2) the relationship between costs and effectiveness of a planned delivery system. As a next step in the evaluation of compensatory education, staff of the Department are presently seeking support to develop, test and ultimately implement a procedure designed to provide such information.

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1. For a more thorough discussion of this and other limitations, see A Description and Evaluation of Section 3 Programs in Michigan 1971-72, Report Number 1, pages 13-20.

TABLE A

SUMMARY OF STUDENT ACHIEVEMENT

SCHOOL DISTRICT	STATE TOTAL EXCLUDING DETROIT		DETROIT		STATE TOTAL	
NUMBER OF SECTION 3 PUPILS	53,233		59,267		112,500	
	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	31,865	65.52	30,271	66.59	62,136	66.04
PUPILS ACHIEVING 1% - 74.99%	9,542	19.63	7,732	17.01	17,274	18.36
PUPILS ACHIEVING 0% - BELOW	7,221	14.85	7,452	16.40	14,673	15.60
TOTAL	48,628	100.00	45,455	100.00	94,083	100.00
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	504		0		504	
MISSING OR UNREPORTED DATA	4,101		13,812		17,913	

TABLE B

SUMMARY OF PUPIL ACHIEVEMENT BY PERCENT OF ACCOMPLISHMENT
(STATE TOTALS)
FOR PUPILS WITH MATCHED PRE- AND POSTTESTS,[2] 1971-72

Percent of Accomplishment[3]	Number of Students at Each Level	Percent of Total Students at Each Level
300% and above	11,871	12.62%
200 - 299%	14,939	15.87%
100 - 199%	28,720	30.53%
75 - 99%	6,606	7.02%
Subtotal 75% and above	62,136	66.04%
50 - 74%	7,815	8.31%
25 - 49%	5,276	5.60%
1 - 24%	4,183	4.45%
Subtotal 1-74%	17,274	18.36%
0% and below	14,673	15.60%

2. Data in this table are based on 94,083 students with matched pre- and posttest scores. Not included are: 17,913 students with missing or unreported data and 504 students who received less than 150 days of instruction.

3. Percent of Accomplishment equals 1 month gain per 1 month in the program.

PART I

DESCRIPTION OF DATA COLLECTED

For the school year 1971-72, individual pupil test results, as well as related information on instructional programs and financial expenditures from the school, were collected and analyzed to determine the outcomes of Section 3 programming. Successful programs by school buildings and by districts were identified. Information concerning pupil achievement, expenditures, funding levels, programs, program duration, etc. are discussed in this report.

In this, the second of two reports on the 1971-72 Section 3 Program, the major emphasis has been placed on the analysis and interpretation of results which comprised both educationally and statistically significant findings. The major sections of this report include: I - Description of Data Collected; II - Description of Section 3 Students Achievement in Reading and Arithmetic; III - Combined Results on Program Variables Analysis for All Section 3 School Districts - Excluding Detroit; IV - Results on Program Variables Analysis for the Detroit Public Schools; V - Comparison Study of High Achieving and Low Achieving School Districts; and VI - Discussion & Recommenations.

The total number of students funded under Section 3 for fiscal year 1971-72 was 112,500. The total count of records submitted by the 67 Section 3 school districts was 99,736, of which there were 94,083 students with matched pre- and posttest scores. Detroit Public Schools reported 45,455 students with matched pre- and posttest scores, or 77% of the total eligibles. The total number of students with matched test scores in the 66 Section 3 schools excluding Detroit was 48,628 or 91% of a total of 53,233 students funded under Section 3.

Nineteen of the 67 school districts submitted information on pupil replacements for pupils leaving the district, students attending less than 150 days of instruction, and students transferred. The total number of students reported under the aforementioned categories came to 504.

Each district submitted to the Michigan Department of Education a summary of expenditures report. These reports indicated that Section 3 expenditures in some school districts exceeded the allocated funds, and conversely, some districts underspent. Generally speaking, the discrepancies were small.

Quality of Data Collected

The problem of "regression-to-the-mean effect" was taken into account by rule 4 (1) which states that "A pretest shall be administered in each area of basic cognitive skills in which a pupil participates. The pretest scores shall not be used to determine eligibility to participate..." Thus, for school year 1971-72 Section 3 programs, test scores used for selection purposes could not be used as pretest scores.

In December 1971, audit visitations were made by the Michigan Department of Education (MDE) staff to review the selection procedures and pretest results. The results were presented in A Description and Evaluation of Section 3 Programs in Michigan 1971-72, Report Number 1.[4] The MDE staff assisted local school district personnel in various phases of planning and implementing the Section 3 programs. In addition, management workshops and the publication and distribution of Section 3 guidelines further clarified the administrative and evaluation aspects of the program for the benefit of Section 3 school districts.

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[4] This report is available from Research, Evaluation and Assessment Services, Michigan Department of Education, Lansing, Michigan.

The 1971 Michigan Educational Assessment Program scores were used as an independent check on the validity of the Section 3 pre- and posttest scores. Correlation coefficients of Section 3 reading pretest scores and assessment reading scores, Section 3 arithmetic pretest scores and assessment math scores, Section 3 reading posttest scores and assessment reading scores, and Section 3 arithmetic posttest scores and assessment math scores were computed for Section 3 fourth grade students in each school. The analysis was performed for schools in the eighteen most populous school districts including Detroit.

Section 3 school districts used, with very few exceptions, nationally normed achievement tests such as the Stanford Achievement Test, the Metropolitan Achievement Test, the California Achievement Test, Science Research Achievement Series, and the Iowa Test of Basic Skills.

The following school districts seemed consistently to have significant correlation coefficients: Benton Harbor, Albion, Jackson, Grand Rapids, Muskegon Heights, Pontiac and Detroit. The following districts have significant correlation coefficients with respect to certain school buildings in the districts: Flint, Lansing, Kalamazoo, Saginaw, Inkster, Romulus, and Wayne Westland. The following school districts have many buildings which showed insignificant correlation coefficients: Battle Creek, Beecher and Muskegon.

Further analysis was done on high achieving students, making more than 1½ years gains, and low achieving students, making less than 3 months gains, in each district. The correlation on the two groups showed that there was high correlation between pre- and posttest scores for students in grades 3 through 6 in both reading and arithmetic. Generally they were in the .80's and .90's, with some exceptions in about ten school districts, which showed correlation coefficients between .19 and .57. This in no way

is to suggest that the data collected in the ten school districts are not an accurate reflection of pupil achievement.

To summarize the preceding paragraphs, the staff of the Department and the staff of local education agencies have worked together in an attempt to gain valid data. Numerous workshops have been held, guidelines established, and technical assistance provided by Department staff.

Status of Pupil Achievement on the Pre- and Posttest

Each student's grade score (grade score is the grade equivalent minus the decimal, e.g., a grade equivalent score of 5.3 becomes a grade score of 53) was checked in an attempt to identify students who were not functioning at least one year below grade level in pretesting. The aggregate number of students by districts who were not achieving at least one year below grade level on the pretest are presented in Appendix A.

In assessing the status of pre- and posttest data of Section 3 students, only those students having grade scores for both tests were considered. Students in grades K, 1 and sometimes 2 were given readiness tests which do not yield grade scores. The grade level of each student was used as a reference point, a value "X" then was compared to the student's pretest grade score; if the pretest grade score was greater than the obtained value, he was considered as not meeting the criterion of one year below grade level.

The posttest usually was administered to students in May. Using grade level as a reference point, if a student achieved a posttest grade score which was equal to or greater than his grade level plus .8[5], the student was considered achieving on or above his grade level. The aggregate

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[5]For this analysis .8 was used as the expected normal growth during the school year based on national test norms.

statistics are shown in Appendix A.

Expenditures of Section 3 Program

A total expenditure of $21,303,983.67 was reported to the Michigan Department of Education by 67 Section 3 school districts for school year 1971-72. Under the regular school year program $12,712,225.98 or 59.7% was spent in salaries and inservice training; $6,859,595.65 or 32.2% was spent in teaching materials; $819,343.93 or 3.8% was spent on facilities; and $912,818.11 or 4.3% was spent for administrative services. In addition, the 1972 summer session expenditure was $463,419.74. The first report, A Description and Evaluation of Section 3 Programs in Michigan for School Year 1971-72, Report Number 1, was published in December, 1972. The expenditure report of Detroit Public Schools was not available at that time. Therefore, the preliminary results of expenditures for Section 3 programs reported in Report Number 1 were based on 66 Section 3 school districts. Table 1 shows the tabulated values of the Section 3 expenditures from these school districts. The four main categories of expenditures are: teaching expenditures which include salaries for instruction and inservice training; materials; facilities and administrative services.

Table 2 shows the expenditures for all 67 Section 3 school districts, including Detroit. A comparison of the four main categories of expenditures under the regular school year between the state total (Table 2) and the state total excluding Detroit Public Schools (Table 1) shows that there is little change in the spending pattern under teacher expenditures, materials, facilities, and administrative services.

The changes in the 1972 summer school expenditures between the state total and the state total excluding Detroit are more marked, 80.0% vs. 52.7%

under teaching expenditures, 14.3% vs. 9.4% under materials, 0.3% vs. 0.5% under facilities and 5.2% vs. 37.6% under administrative services.

The tabulated values of the Section 3 expenditures from the Detroit School District are shown separately in Table 3. A comparison of the expenditures of the Detroit Public Schools and the remaining 66 Section 3 school districts revealed that under regular school programs, the spending patterns are similar. However, the summer school program shows that the Detroit Public Schools spent their funds for administrative services and the other 66 Section 3 school districts spent most of their funds for teaching expenditures. It should be noted, however. the summer expenditures in Detroit constituted approximately 1.3% of the total allocation of $11,853,400.00 for that district. Figures 1 and 2 illustrate the spending patterns.

Summary

In this section an account and description of data collected on the school year 1971-72 Section 3 program was presented. Among the 112,500 Section 3 pupils, there were 94,083 with matched pre- and posttest scores.

The Detroit Public Schools provided matched test scores for 45,455 students, or 77% of their eligible students; the remaining 66 Section 3 school districts provided matched test scores for 48,628 students, or 91% of their eligible students.

The problem of "regression-to-the-mean effect" was taken into account by requiring the school districts to administer to their students a pretest after the students were selected for participation in the Section 3 programs based on screening test scores.

On-site visits were made by the MDE staff to review selection procedures and pretest results. Workshops were conducted and guidelines were distributed

TABLE 1

TABULATED VALUES OF THE SECTION 3 EXPENDITURES FROM 66 DISTRICTS - EXCLUDING DETROIT

		Regular SY 1971-72	%	Summer Session 1972		%
Teaching Expenditures		6,035,434.98	59.8		243,862.50	80.0
Salaries for Instruction	5,830,847.67			204,102.40		
In-service Training	204,587.31			39,760.10		
Materials		3,388,153.65	33.5		43,593.04	14.3
Teaching Supplies	1,350,121.28			29,445.30		
Textbooks	375,463.67			14,147.74		
Supplementary Materials	799,996.95					
School Library Books	20,896.35					
Educational TV	2,529.50					
Audiovisual	194,399.86					
All Other Instructional Equipment	644,746.04					
Facilities		324,570.93	3.2		1,500.00	0.5
Operation of Plant	4,495.36			700.00		
Maintenance of Plant	4,123.97			800.00		
Fixed Charges	99,671.66					
Food Services	2,902.02					
Construction	161,398.79					
All Non-instructional Equipment	51,979.13					
Administrative Services		356,808.11	3.5		15,738.20	5.2
Administration	326,931.23			13,518.20		
Attendance Services	150.00					
Health Services	254.90					
Student Body Activities	2,520.00			1,500.00		
Community Services	758.24					
Transportation	26,193.74			720.00		
	TOTALS:	10,104,967.67	100.0		304,693.74	100.0

*The Detroit school district is not included in this table.

TABLE 2

TABULATED VALUES OF THE SECTION 3 EXPENDITURES FROM ALL 67 DISTRICTS - INCLUDING DETROIT

		Regular SY 1971-72	%		Summer Session 1972	%
Teaching Expenditures		12,712,225.98	59.7		243,862.50	52.7
Salaries for Instruction	12,387,123.67			204,102.40		
In-service Training	325,102.31			39,760.10		
Materials		6,859,595.65	32.2		43,593.04	9.4
Teaching Supplies	3,655,131.28			29,445.30		
Textbooks	375,463.67					
Supplementary Materials	799,996.95			14,147.74		
School Library Books	20,896.35					
Educational TV	2,529.50					
Audiovisual	1,151,797.86					
All Other Instructional Equip.	853,780.04					
Facilities		819,343.93	3.8		1,500.00	0.3
Operation of Plant	4,495.36			700.00		
Maintenance of Plant	4,123.97					
Fixed Charges	450,478.66			800.00		
Food Services	2,902.02					
Construction	305,364.79					
All Non-instructional Equip.	51,979.13					
Administrative Services		912,818.11	4.3		174,464.20	37.6
Administration	866,396.23			172,244.20		
Attendance Services	150.00					
Health Services	254.00					
Student Body Activities	2,520.00			1,500.00		
Community Services	758.24					
Transportation	42,738.74			720.00		
	TOTALS:	21,303,983.67	100.0		463,419.74	100.0

TABLE 3

TABULATED VALUES OF THE SECTION 3 EXPENDITURES FROM THE DETROIT SCHOOL DISTRICT

		Regular SY 1971-72	%	Summer Session 1972	%
Teaching Expenditures		6,676,791.00	59.7		
Salaries for Instruction	6,556,276.00				
In-service Training	120,515.00				
Materials		3,471,442.00	30.9		
Teaching Supplies	2,305,010.00				
Textbooks					
Supplementary Materials					
School Library Books					
Educational TV					
Audiovisual	957,398.00				
All Other Instructional Equipment	209,034.00				
Facilities		494,773.00	4.5		
Operation of Plant					
Maintenance of Plant					
Fixed Charges	350,807.00				
Food Services					
Construction	143,966.00				
All Non-instructional Equipment					
Administrative Services		556,010.00	4.9	158,726.00	100.0
Administration	539,465.00			158,726.00	
Attendance Services					
Health Services					
Student Body Activities					
Community Services					
Transportation	16,545.00				
	TOTALS:	11,199,016.00	100.0	158,726.00	100.0

Figure 1

SUMMARY OF EXPENDITURES FOR SCHOOL YEAR 1971–72

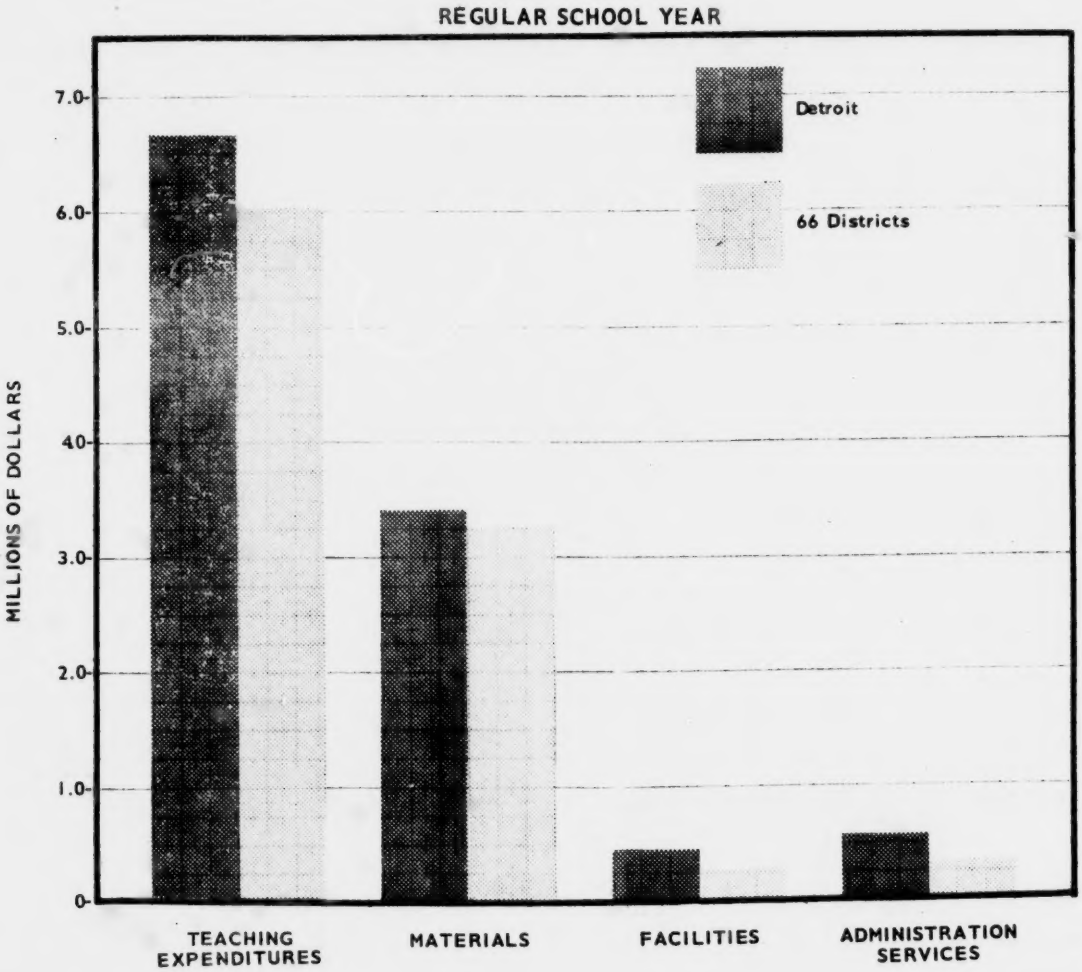
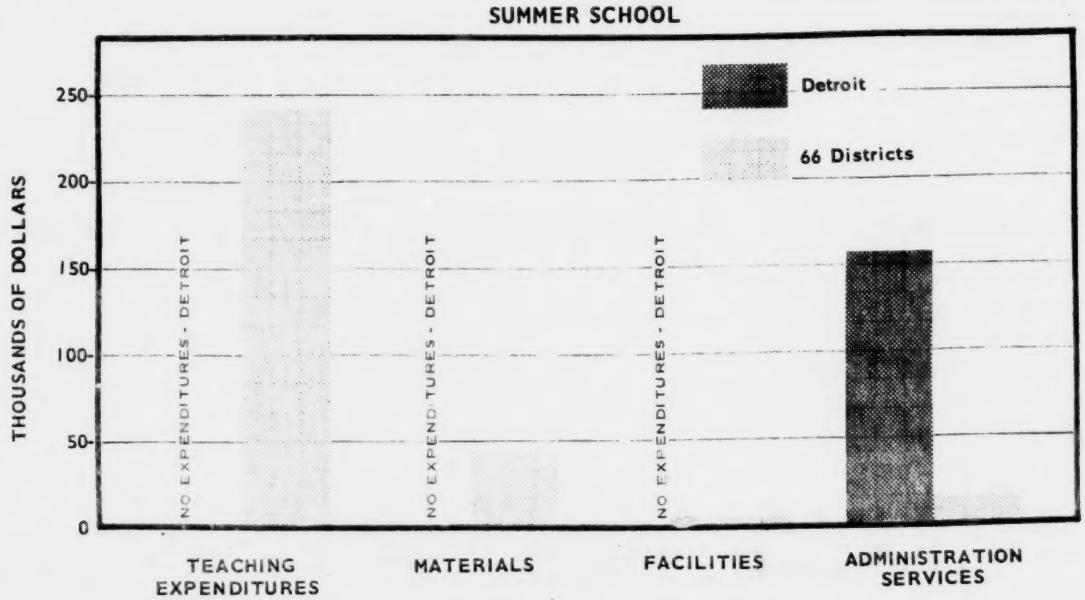


Figure 2



to facilitate the implementation of Section 3 programs.

The 1971 Michigan Educational Assessment Program scores served as an independent check on the Section 3 test scores of fourth grade pupils. The pre- and posttest scores of high and low achieving students were correlated. Generally the correlation coefficients were found to be high in some districts, mixed in some districts, and low in some districts.

The status of individual pupils pre- and posttest scores were checked. Although most students were low-achieving, some were not functioning at one or more years below grade level. In checking posttest scores, it was found that a relatively small number of students was performing at or above grade level.

The spending patterns of most Section 3 school districts were quite similar. Under regular school programs, school districts spend approximately 60% of their allocations on salaries for instruction and inservice training, approximately 30% of their allocations on materials, 3 to 5% on facilities and 4 to 5% on administrative services.

PART II

DESCRIPTION OF SECTION 3 STUDENT ACHIEVEMENT IN READING AND ARITHMETIC

The difference between pre- and posttest reading and arithmetic achievement scores were computed to ascertain the levels of accomplishment. The criterion for success in accomplishment was established as one month gain in grade equivalent scores for each month in the program.

Number and Percent of Students Achieving at Various Levels of Accomplishment

The number and percent of students achieving at various levels of accomplishment were computed for each school and each district. Since the completion of the preliminary report, the master data tape has been updated several times and the percentage of accomplishment table has been modified and extended upward to include 300% and above instead of 100% and above as reported previously. As a result of these changes, the results of all 67 Section 3 school districts are presented in this report (Appendix B). Summary figures as shown in Table 4 are: (1) all 67 Section 3 districts, (2) the 66 districts excluding Detroit, and (3) the Detroit public schools. From this summary table, it is clearly indicated that, if the school districts had been held fiscally accountable for 1971-72, Detroit would have received no funds in the school year 1972-73 for 7,452 of their students who made no gains or negative gains, and no funds for 13.812 students for whom no records or incomplete records were submitted to the Michigan Department of Education. In the remaining 66 school districts, the same figures are 7,221 pupils making no gains, plus 4,605 pupils for whom there are missing or incomplete records.

In the 66 school districts, among the students having matched pre- and posttest scores, 19.63% would have received prorated funding less than the $200 per pupil funding level. The same figure for Detroit is 17.01%.

TABLE 4

SUMMARY OF PUPIL ACHIEVEMENT BY PERCENT OF ACCOMPLISHMENT FOR STATE TOTAL, STATE TOTAL EXCLUDING DETROIT AND DETROIT SCHOOLS

PERCENTAGE OF ACCOMPLISHMENT	STATE TOTAL				STATE TOTAL EXCLUDING DETROIT				DETROIT TOTAL			
	N	%	Cum. N	Cum. %	N	%	Cum. N	Cum. %	N	%	Cum. N	Cum. %
300%-Above	11871	12.62	11871	12.62	4902	10.09	4902	10.09	6969	15.34	6969	15.34
275-299%	2064	2.19	13935	14.81	1074	2.20	5976	12.29	990	2.18	7959	17.52
250-274%	3334	3.55	17269	18.36	1857	3.81	7833	16.10	1477	3.24	9436	20.76
225-249%	3296	3.50	20565	21.86	1833	3.76	9666	19.86	1463	3.21	10899	23.97
200-224%	6245	6.63	26810	28.49	3170	6.51	12836	26.37	3075	6.77	13974	30.74
175-199%	4925	5.23	31735	33.72	2691	5.54	15527	31.91	2234	4.91	16208	35.65
150-174%	7553	8.03	39288	41.75	4150	8.54	19677	40.45	3403	7.49	19611	43.14
125-149%	6557	6.97	45845	48.72	3729	7.67	23406	48.12	2828	6.22	22439	49.36
100-124%	9685	10.30	55530	59.02	4835	9.95	28241	58.07	4850	10.67	27289	60.03
075-099%	6606	7.02	62136	66.04	3624	7.45	31865	65.52	2982	6.56	30271	66.59
(Subtotal)	(62136)	(66.04)			(31865)	(65.52)			(30271)	(66.59)		
050-074%	7815	8.31	69951	74.35	4210	8.66	36075	74.18	3605	7.94	33876	74.53
025-049%	5276	5.60	75227	79.95	2914	5.99	38989	80.17	2362	5.19	36238	79.72
001-024%	4183	4.45	79410	84.40	2418	4.98	41407	85.15	1765	3.88	38003	83.60
(Subtotal)	(17274)	(18.36)			(9542)	(19.63)			(7732)	(17.01)		
000-Below	14673	15.60	94083	100.00	7221	14.85	48628	100.00	7452	16.40	45455	100.00
(Subtotal)	(14673)	(15.60)			(7221)	(14.85)			(7452)	(16.40)		
Grand Total	94083				48628				45455			
Missing or Unreported Data	18417				4605				13812			
*	504				504							
No. of Sec. 3 Pupils	112500				53233				59267			

*Students receiving less than 150 days of instruction

Finally, Detroit would have received full funding for 30,271 pupils meeting or exceeding the 75% criterion. In the 66 other districts, full funding would have been provided for 31,865 pupils.

Section 3 Students Achieving a Minimum of 75% Accomplishment Level

Students participating in Section 3 programs were enrolled in one of three types of programs: (1) combined reading and arithmetic programs; (2) reading programs only; and (3) arithmetic programs only. The ranges of scores within a district across grades, as well as among districts, varied. The figures in Table 5 provide information on: (a) all 67 Section 3 school districts; (b) the state total without Detroit and (c) Detroit Public Schools. The tables show the range of percent of accomplishment under the three programs. Results for all 67 school districts are presented in Appendix C.

In Report Number 1, it was found that students in either the reading only or the arithmetic only programs performed better than those students in combined reading and arithmetic programs; and that students in arithmetic programs did better than students in reading programs. This same pattern holds true for the state total excluding Detroit Public Schools. The percent of students who met at least 75% of accomplishment in combined reading and arithmetic programs, reading only programs, and arithmetic only programs are 68.74%, 73.70% and 76.82% respectively. It should be noted that there was a small number of students in grades K-1 in the arithmetic only program.

In analyzing the 66 Section 3 school districts excluding Detroit by grade level, kindergarten and first grade students in reading only programs did better than their counterparts in combined reading and arithmetic programs and arithmetic only programs. Second grade students did relatively better in combined reading and arithmetic programs. Students in grades 3-6 performed better in arithmetic only programs than those in the two other programs.

In the Detroit Public Schools, there were only two programs: The combined reading and arithmetic program, and the reading only program. There was no difference in terms of accomplishment level for the two groups of students.

Thus, the overall pupil achievement pattern in Detroit is different from that of the 66 Section 3 school districts. The Detroit students in the combined reading and arithmetic program and the reading only program performed about the same. However, pupil achievement varied among different grade levels. Students in grades 1-3 did better in combined reading and arithmetic programs than in reading only programs. Students in grades 4-6 did better in the reading only programs than students in combined reading and arithmetic programs.

In the Detroit Public Schools, Section 3 kindergarten students were enrolled in the reading only program and were measured by the Detroit Reading Readiness Test. A minimum of at least ten raw score points must be achieved by each individual student to indicate one years growth. It was also agreed by the Michigan Department of Education administrators and the Detroit Public School officials that, irrespective of entry level, each student must achieve ten raw score points beyond a predetermined raw score point of 35 in order to meet the minimum criterion of success. In other words, if a student scored very low on the pretest, the district was required to bring the student to the predetermined raw score level of 35 plus the required ten raw score points from 35. About 70% of Detroit's kindergarten students achieved 75% of accomplishment level.

Table 6 shows the aggregate number of pupils: (1) achieving at the 75% and above level of accomplishment; (2) achieving at the 1% to 74% levels of accomplishment; (3) achieving at zero and negative levels; (4) pupils receiving less than 150 days of instruction and (5) pupils having missing data or no records. The statistics of individual school districts can be found in Appendix D.

TABLE 5.

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER (N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
State Total	K	2354	77.97	3019	5498	74.04	7417	42	77.77	54
	1	4814	65.94	7300	3111	66.26	4695	50	51.02	98
	2	6277	75.77	8284	4575	73.37	6235	145	66.21	219
	3	4996	66.90	7467	2967	66.21	4481	191	77.95	245
	4	5662	66.57	8505	3443	69.17	4977	291	85.58	340
	5	5755	64.40	8936	3083	65.41	4713	208	74.28	280
	6	5167	63.16	8180	2970	64.53	4602	286	83.13	344
	7	53	80.30	66	7	58.33	12	15	75.00	20
	8	0	0.00	0	0	0.00	0	1	100.00	1
Totals:		35078	67.77	51757	25648	69.07	37132	1229	76.76	1601
State Total Excluding Detroit School District	K	2354	77.97	3019	1405	86.19	1630	42	77.77	54
	1	3054	73.76	4140	1727	90.18	1915	50	51.02	98
	2	3249	70.46	4611	1675	64.52	2596	145	66.21	219
	3	3049	67.48	4518	1197	70.45	1699	191	77.95	245
	4	3324	67.17	4948	1211	69.47	1743	291	85.58	340
	5	3342	64.70	5165	857	66.27	1293	208	74.28	280
	6	3006	63.84	4708	952	67.95	1401	286	83.13	344
	7	53	80.30	66	7	58.33	12	15	75.00	20
	8	0	0.00	0	0	0.00	0	1	100.00	1
Totals:		21431	68.74	31175	9031	73.48	12289	1229	76.76	1601
Detroit	K	0	0.00	0	4087	70.62	5787	0	0.00	0
	1	1760	55.69	3160	1384	49.78	2780	0	0.00	0
	2	3028	82.43	3673	2900	79.69	3639	0	0.00	0
	3	1947	66.02	2949	1770	63.62	2782	0	0.00	0
	4	2338	65.72	3557	2232	69.01	3234	0	0.00	0
	5	2413	63.98	3771	2226	65.08	3420	0	0.00	0
	6	2161	62.24	3472	2018	63.04	3201	0	0.00	0
	7	0	0.00	0	0	0.00	0	0	0.00	0
	8	0	0.00	0	0	0.00	0	0	0.00	0
Totals:		13647	66.30	20582	16617	66.88	24843	0	0.00	0

Figures in Table 6 were based on usable student records submitted by school districts. In actuality there were 4,101 unaccounted for students in the 66 Section 3 school districts. In Detroit, the unaccounted for students came to 13,812. Taking into account the missing data problem, the percentages presented in Table 2 would be lower than the actual percentages. For example, the percent of pupils achieving at 75% and above accomplishment for the state total excluding Detroit, Detroit and the state total came to 53%, 51% and 55% respectively.

Comparisons of Means and Standard Deviations of Pretest and Posttest Scores by Grade Level

The reader versed in measurement will want to know the results of comparisons of means and standard deviations of pre- and posttest scores by grade for each building and district according to test name, battery and level. Appendix E provides the correlated t values for grades 3-6 which have at least 30 students. Pupils in each grade level within each school district frequently made statistically significant gains in reading and arithmetic achievement. In most cases, the increase in means was accompanied by a corresponding increase in standard deviations.

The district means in reading and arithmetic tend to be quite stable from year to year. Table 7 illustrates this phenomenon in the Lansing Public Schools.

Test results from two Section 3 school districts were used in an attempt to compare their Section 3 pupil growth in reading and arithmetic achievement relative to the district and national norms. In Table 8, the group means show that the Lansing District means are one to eight grade equivalent units lower than the national norms, and accordingly the Section 3 group means are two to fifteen grade equivalent units lower than the Lansing School District means.

TABLE 6

SUMMARY OF STUDENT ACHIEVEMENT

SCHOOL DISTRICT	State Total Excluding Detroit		Detroit		State Total	
NUMBER OF SECTION 3 PUPILS	53233		59267		112500	
	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	31865	65.52	30271	66.59	62136	66.04
PUPILS ACHIEVING 1% - 74.99%	9542	19.63	7732	17.01	17274	18.36
PUPILS ACHIEVING 0% - BELOW	7221	14.85	7452	16.40	14673	15.60
TOTAL	48628	100.00	45455	100.00	94083	100.00
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	504		0		504	
Missing or Unreported Data	4101		13812		17913	

TABLE 7

READING AND ARITHMETIC MEANS IN LANSING PUBLIC SCHOOLS

Grades	May, 1971 Number of Students	May, 1971 Reading Mean	May, 1971 Arithmetic Mean	May, 1972 Number of Students	May, 1972 Reading Mean	May, 1972 Arithmetic Mean
1	2844	1.7	1.8	2596	1.7	1.9
2	2560	2.6	2.7	2537	2.6	2.7
3	2524	3.2	3.4	2536	3.2	3.5
4	2439	4.3	4.4	2430	4.3	4.4
5	2364	5.2	5.2	2350	5.4	5.5
6	2304	6.2	6.1	2300	6.0	6.1

Tests Used: Stanford Achievement Test, form X

Grade 1 - Primary 1
Grade 4 - Intermediate 1
Grades 2 & 3 - Primary 2
Grades 5 & 6 - Intermediate

Thus, it can be established that, indeed, pupils enrolled in Section 3 programs have a prior history of low-achievement. Furthermore, the data presented in Table 8 illustrate the mean differences according to national norm, district norm, and Section 3 test results over a one year period. Clearly, Section 3 students, who had been low-achieving students in the past, did almost as well as the average students in Lansing Public Schools during the 1971-72 school year.

In order to illustrate that Section 3 students in Lansing Public Schools made better progress during school year 1971-72 than previous years, the fourth grade may be used as an example. In May 1971, the pretest was administered to those students while they were at the end of the third grade. The district average of all Lansing students showed that Lansing students in general were about six months behind the average third graders in the nation (3.2 vs. 3.8); at the same time Lansing's Section 3 students were one year and five months below the national average (2.3 vs. 3.8). Thus, Lansing Section 3 students were nine months behind the average Lansing students (2.3 vs. 3.2). It is evident that Section 3 students have not been making the same rate of progress compared with the national and Lansing district average rates of growth. However, during school year 1971-72, Section 3 students on the average achieved the same rate of progress as did the average Lansing students. If these Section 3 students could continue this rate of growth in subsequent years, the downward trend certainly could be stopped.

Tests results from Detroit Public Schools also were compared to Section 3 test results. The number of students in grades 1-6 tested by Detroit Public Schools was over 20,000 per grade level. These results for grades 1-6 can be found in Appendix E of this report. Table 9 shows that, over a six-month period, Detroit Section 3 students at all grade levels, with the exception of the first grade, made greater gains in reading and arithmetic achievement than the average students in their respective grades based on national norms.

TABLE 8

COMPARISONS OF NATIONAL, LANSING SCHOOL DISTRICT AND LANSING SECTION 3 MEANS

BASED ON MAY '71 AND MAY '72 NORMS AND TEST RESULTS

Reading

Grade Level	National Means May '71	National Means May '72	Lansing Means May '71	Lansing Means May '72	Section 3 Means May '71	Section 3 Means May '72	National Mean Diff.	Lansing Mean Diff.	Section 3 Mean Diff.
1	0.8	1.8	- -	1.7	- -	- -	+1.0	- -	- -
2	1.8	2.8	1.7	2.6	1.5	2.2	+1.0	+0.9	+0.7
3	2.8	3.8	2.6	3.2	1.9	2.5	+1.0	+0.6	+0.6
4	3.8	4.8	3.2	4.3	2.3	3.2	+1.0	+0.9	+0.9
5	4.8	5.8	4.3	5.4	3.1	4.0	+1.0	+0.9	+0.9
6	5.8	6.8	5.2	6.0	3.8	4.5	+1.0	+0.8	+0.7

Arithmetic

1	0.8	1.8	- -	1.9	- -	- -	+1.0	- -	- -
2	1.8	2.8	1.8	2.7	1.6	2.4	+1.0	+0.9	+0.8
3	2.8	3.8	2.7	3.5	2.1	2.8	+1.0	+0.8	+0.7
4	3.8	4.8	3.4	4.4	2.5	3.5	+1.0	+1.0	+1.0
5	4.8	5.8	4.4	5.5	3.4	4.3	+1.0	+1.1	+0.9
6	5.8	6.8	5.2	6.1	4.1	4.9	+1.0	+0.9	+0.8

Tests Used: Stanford Achievement Test, form X

Grade 1 - Primary 1 Grades 2 & 3 - Primary 2
Grade 4 - Intermediate 1 Grades 5 & 6 - Intermediate 2

TABLE 9

COMPARISONS OF NATIONAL, DETROIT SCHOOL DISTRICT AND DETROIT SECTION 3 MEANS

BASED ON NOV '71 AND APRIL '72 NORMS AND TEST RESULTS

Reading

Grade Level	National Means Nov '71	National Means April '72	Detroit Means Nov '71	Detroit Means April '72	Section 3 Means Nov '71	Section 3 Means April '72	National Mean Diff.	Detroit Mean Diff.	Section 3 Mean Diff.
1	1.2	1.8	NA	1.8	1.3	1.7	+0.6	- -	+0.4
2	2.2	2.8	NA	2.6	1.6	2.4	+0.6	- -	+0.8
3	3.2	3.8	NA	3.4	2.2	3.0	+0.6	- -	+0.8
4	4.2	4.8	NA	4.1	2.8	3.7	+0.6	- -	+0.9
5	5.2	5.8	NA	4.7	3.5	4.3	+0.6	- -	+0.8
6	6.2	6.8	NA	5.6	4.4	5.1	+0.6	- -	+0.7

Arithmetic

1	1.2	1.8	NA	1.8	1.2	1.7	+0.6	- -	+0.5
2	2.2	2.8	NA	2.6	1.6	2.4	+0.6	- -	+0.8
3	3.2	3.8	NA	3.3	2.3	3.0	+0.6	- -	+0.7
4	4.2	4.8	NA	4.0	3.1	3.8	+0.6	- -	+0.7
5	5.2	5.8	NA	4.9	3.9	4.6	+0.6	- -	+0.7
6	6.2	6.8	NA	5.8	4.7	5.3	+0.6	- -	+0.6

Tests Used:

Primary Unit - Stanford Achievement Test, Primary I and II, form X
Grades 3-6 - Iowa Tests of Basic Skills, form 5

Summary

According to the 1971-72 Detroit test results, 30,271 students made at least 75% accomplishment level; 7,732 students made gains above zero and below 75%; and 7,452 students made no gains or negative gains. In addition, there were 13,812 Detroit students for whom no records or incomplete records were submitted to the Michigan Department of Education.

In the 66 school districts excluding Detroit, 31,865 students made at least 75% of accomplishment; 9,542 students made gains below the 75% level and 7,221 made no gains. Missing data accounted for 4,605 students.

Comparisons of means revealed that students in grades 3-6 made statistically significant gains in reading and arithmetic achievement. Two school districts, namely, Lansing and Detroit, were used as specific examples. During school year 1971-72, Section 3 students on the average achieved at the same rate of progress as did the average Lansing students. Section 3 students in Detroit Public Schools made greater average gains in reading and arithmetic achievement than average gains made by all students in Detroit schools.

PART III

COMBINED RESULTS OF PROGRAM VARIABLES ANALYSIS FOR ALL SECTION 3 SCHOOL DISTRICTS - EXCLUDING DETROIT

Statistical analyses of test data and other demographic variables were undertaken to determine what influences program variables may have had on the achievement of Section 3 pupils. The program variables analyzed were: (1) type of program; (2) grade level; (3) funding level; (4) years of operation and (5) program duration. Only students in grades 3-6 were included in this analysis.[6] The results of the analysis are presented below.

Means, F ratios and associated degrees of freedom are given in Appendix F of this report.

Type of Program

Although there are three program types (combined reading and arithmetic, reading only and arithmetic only) in Section 3 schools, most students were enrolled in combined reading and arithmetic (category 1) or reading only (category 2) programs. The number of cases falling under the arithmetic only (category 3) program was extremely small, therefore only categories one and two were used in this analysis.

The results of the analysis indicated that pupils in grades 3-6 in reading only programs made significantly greater gains in reading achievement than their counterparts in combined reading and arithmetic programs.

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6. Although all 66 Section 3 school districts provided the Michigan Department of Education with data, due to errors in data reporting and problems associated with data processing, two school districts (Ferndale and Kalkaska) were dropped from the analysis.

Grade Level

The average growth gains in reading of all students in grades 3-6 were 7.8 months (grade 3); 8.3 months (grade 4); 8.9 months (grade 5); and 8.9 months (grade 6). The mean gain scores in arithmetic were higher: 8.9 months for third graders; 9.9 months for fourth graders; 9.4 months for fifth graders; and 9.7 months for sixth graders. There were significant differences in mean reading achievement scores across grades. However, no significant difference was found in pupil achievement across grades in the subject area of arithmetic. The grade level variable seemed to influence gain scores in the area of reading, but not in arithmetic.

Funding Level

Three funding levels were investigated: (1) funding level 1 - schools which received Section 3 money only; (2) funding level 2 - schools which received Section 3 and Title I ESEA money and (3) funding level 3 - schools which received more than two sources of funding; Section 3, Title I and other sources of funding.[7] There were no differences in mean reading achievement among the three funding levels in pretesting. However, there was a highly significant difference in mean reading achievement when the reading mean gain scores were analyzed according to funding level. The mean gain scores for the three funding levels were 8.2 months for funding level 1; 8.5 months for funding level 2 and 5.3 months for funding level 3.

In the subject area of arithmetic, again there were no differences in pretest means, but the mean differences of the average gain scores were found to be significantly different. The mean gain for the three levels is 8.9 months, 10.3 months and 6.7 months.

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7. A fourth funding level resulted from the fact that a large number of schools failed to report the information needed to set funding levels.

Years of Operation

The number of years that a given school building has been receiving Section 3 money in each school district varied from one to four.[8] The great majority of schools reported school year 1971-72 as the first year of operation for Section 3 programs. Evidence seemed to indicate the pupil achievement in combined reading and arithmetic increased with the number of years of Section 3 program operation. This pattern is fairly consistent if the fourth category (years of operation = 4) is deleted.[9]

Since there were no significant differences in reading and arithmetic achievement by years of operation on the pretest results, the significant differences found in mean differences of pre- and posttest results could be attributed to treatment effect and possible factors other than years of operation, for example, the accountability element implemented under the school year 1971-72 Section 3 programs.

Program Duration

Program duration means the elapsed time between pre- and posttest administration. It ranged from 6 to 8 months which resulted in three types of program duration, i.e., 6 months, 7 months, and 8 months. There was no difference in mean reading achievement gains under the three types of program duration. There was a highly significant difference in the arithmetic achievement. The mean gain in arithmetic scores was 8.9 months for the 6 month programs, 10.2 month for the 7 month programs, and 8.8 month for the 8 month programs.

Except for the fact that pupils made higher gains in the 7 month programs, there was no consistent direction concerning the effect of program duration

8 Some school districts received money under the previous Michigan Compensatory Education Program.

9 A large number of schools failed to report years of operation for Section 3 programs.

on pupil achievement.

In addition the mean differences of the pre- and posttest scores of a number of comparable school districts using the May to May testing vs. the September to May testing were compared. No consistent direction favoring either method of testing was found among the school districts. This will be pursued further using larger sample size and other measures of control for the 1972-73 Chapter 3 evaluation report.

Summary

In this section, pupil achievement in all Section 3 school districts - excluding Detroit -- as it relates to type of program, grade level, funding level, year of operation and program duration was presented.

The results showed that students in reading only programs made greater gains in reading than those students enrolled in combined reading and arithmetic programs.

There was a statistical significant difference in means across grades in reading, but not in the area of arithmetic.

There were significant differences in mean gains across funding levels in combined reading and arithmetic achievement. However, there was no conclusive evidence indicating that an increased funding level would result in higher pupil achievement.

Years of Section 3 program operation varied from one to four, and evidence seemed to indicate that pupil achievement in combined reading and arithmetic increased with the number of years of program operation.

Program duration ranged from 6 to 8 months. While no difference was found in mean reading achievement gains according to program duration, there was a highly significant difference in the arithmetic achievement. Students in the seven month programs made higher gains in arithmetic achievement.

PART IV

RESULTS OF PROGRAM VARIABLES ANALYSIS FOR THE DETROIT PUBLIC SCHOOLS

There are 234 Section 3 schools in Detroit Public Schools, distributed in 8 regions. Detroit Public School officials reported that there was no central coordination of Section 3 programs; principals generally enjoyed complete autonomy. Furthermore, programs underwent constant changes, from school year to school year.

Due to the large number of schools involved and diversity of programs, the Department of Education staff and the Detroit Public School administrators currently are exploring ways to identify promising programs. The Detroit Public Schools have evaluated a number of identified projects within the district and found little consistent pattern in terms of program effectiveness relating to pupil achievement. A total of 24 schools were identified by Section 3 staff in Detroit, 12 top performing schools (growth of two years and above) and 12 schools with the lowest mean gains (1/2 year and below).

A graphic presentation (Figure 3) shows that, over one academic year, the range of achievement among the regions ran from a gain of 7.4 months to 12.2 months in reading and 6.3 months to 9.2 months in arithmetic.

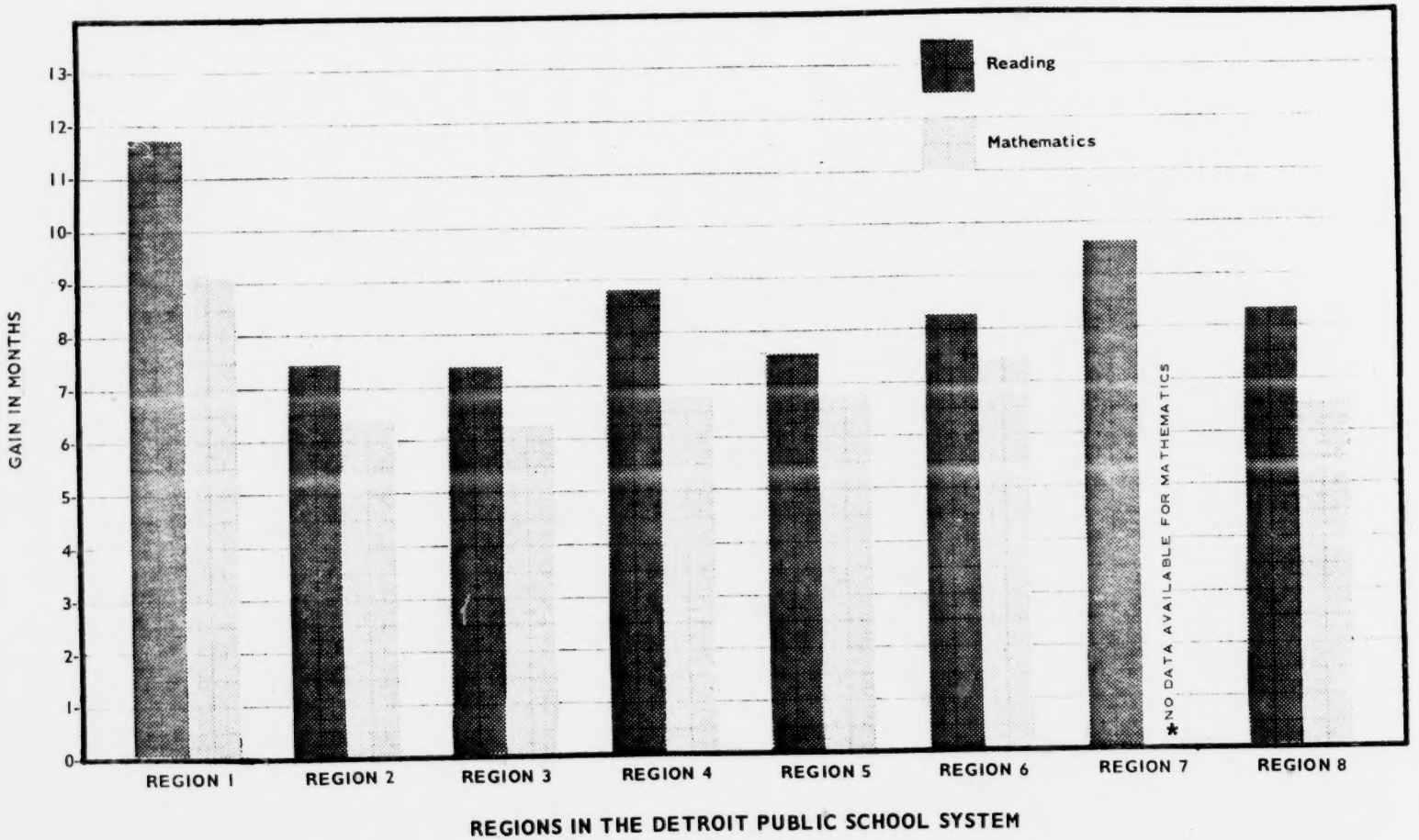
The Detroit Public Schools used the Paragraph Meaning subtest of the Stanford Achievement Test for the measurement of pupil reading, and the Mathematics Concepts and Mathematic Problem Solving subtests of the Iowa Test of Basic Skills for the measurement of pupil arithmetic achievement.

Type of Program

The reading achievement gains of Detroit Section 3 students in grades

FIGURE 3

READING AND MATH ACHIEVEMENT OF STUDENTS IN GRADES 3–6 IN THE 8 REGIONS IN THE DETROIT PUBLIC SCHOOL SYSTEM



* Note: Region 7 Schools did not operate a mathematics program in 1971-72.

3-6 enrolled in the combined reading and arithmetic programs or the reading only programs were not found to be statistically significant.

Grade Level

A careful examination of the pretest reading achievement of Detroit Section 3 students across grades 3-6 revealed that the third graders on the average were eight months below the national norm, the fourth grade students were 11 months below the national norm, the fifth grade students 15 months below, and the sixth grade students 17 months below. It should be noted that students in all four grade levels made eight or nine month gains in reading; in other words, they all made better progress in reading than they had been doing in previous years, but were still below their grade level. There was no significant difference in reading achievement when the reading gain scores were compared across grades.

In the subject area of arithmetic, the pretest arithmetic achievement scores revealed that students in the third grade, on the average, were 7 months below the national average, the fourth graders were 9 months below grade average, the fifth graders were 11 months below grade average, and the sixth graders were 14 months below grade average. Again it was found students performed uniformly across grades. On the average, students made between seven and eight month gains across the four grade levels.

Funding Level

The great majority of Detroit schools reported funding level data; that is, building programs funded from Section 3 only (funding level 1), from both Section 3 and ESEA Title I (funding level 2), and from Section 3, Title I and other sources (funding level 3). Pretest pupil achievement in reading did not reveal any significant differences in means among

the three funding levels. However, the reading gain scores under the various funding levels were found to be highly significant. Students in funding level three made a gain of 10 months in reading; those in funding level two made nine months gain and eight months gain was made by those in funding level one. In other words, evidence indicated that in Detroit, funding level did make a difference in pupil achievement.

In the subject area of arithmetic, pupils in the three funding levels seemed to perform equally well.

Years of Operation

All Section 3 schools in Detroit reported school year 1971-72 as the first year of program operation, therefore no analysis was made under years of operation.[10]

Program Duration

Detroit students were mostly in the six months Section 3 program, with a small number of students in the seven months program. The former group performed better in pretesting than the latter group. However, an analysis of the reading gain scores reversed the trend.

In the subject area of arithmetic, students in each program (i.e., six months and seven months duration) performed about the same on the pretest. However, analysis of the arithmetic gain scores between the two groups revealed a highly significant difference in pupil performance favoring the seven months program.

Summary

In the Detroit Public Schools, Section 3 students enrolled in the

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10. Detroit Public Schools had received money under the previous Michigan Compensatory Education Program.

combined reading and arithmetic programs or reading only programs were not found to be different in reading achievement.

There was no difference in reading and arithmetic achievement gains across grade levels.

When funding level was analyzed, students made greater gains in reading with increased funding level.

The results also showed that Detroit students in the seven month programs made greater gains in reading and arithmetic than those in the six month programs.

PART V

COMPARISON STUDY OF HIGH ACHIEVING AND LOW ACHIEVING SCHOOL DISTRICTS

A comparison was made between the ten school districts with large percentages of students achieving at the 175% and above levels of accomplishment and the ten school districts with large percentages of students achieving at the 50% and below levels of accomplishment.

The high and low school districts shown in Figures 4 and 5 were selected based on one criterion, namely percent of accomplishment by rank order.

A comparison of the instructional process of the high and low achieving districts was hampered by the lack of quantified data and anecdotal records. On-site visits by Michigan Department of Education staff and local Section 3 project people often revealed the protean nature of various programs within the districts. The "Hawthorne effect" often can cloud the objectivity of the observation.

In making the high/low comparison, four general program components were considered:

1. Program logistics -- considered the extent of time commitment, the size of the learning unit (or pupil/teacher ratio), and the degree to which the program functioned as an assimilated (a part of the regular classroom process) versus an extraneous instructional unit.
2. Program personnel — considered the intensity of "people resources" committed to the pupil or instructional unit, as well as what kind of resource, i.e., teacher aides, reading specialists, auxiliary teachers, consultants, coordinators, and university consultation.

FIGURE 4

PERCENTAGE OF STUDENTS WITH A PERCENT OF ACCOMPLISHMENT OF 175% AND ABOVE

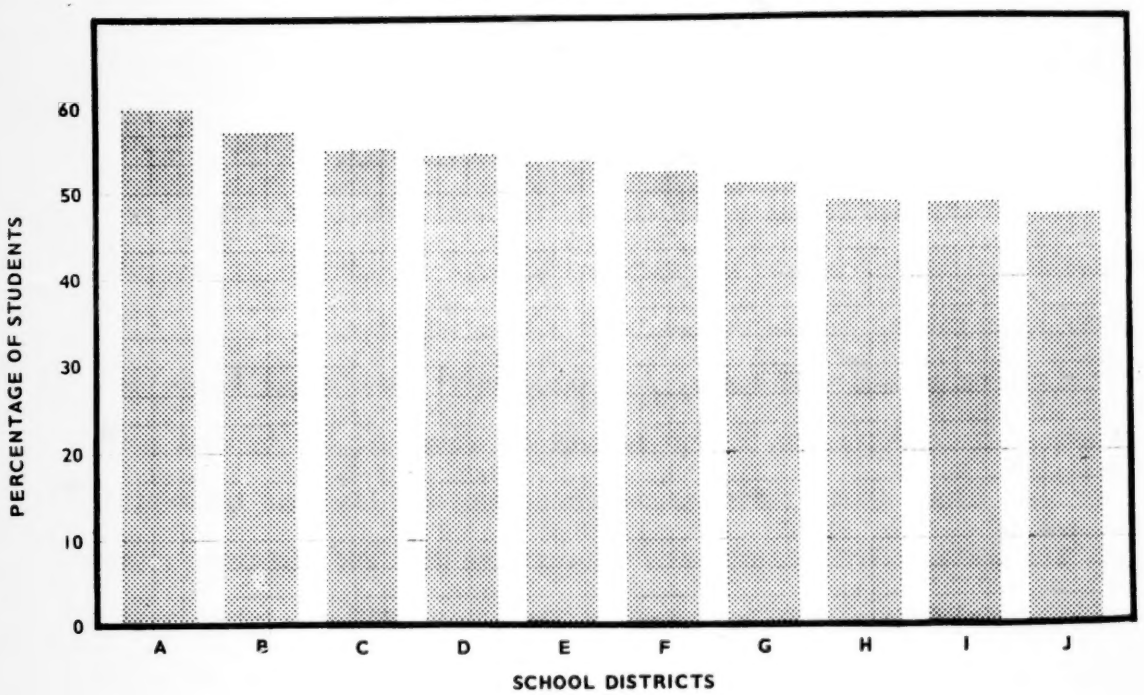
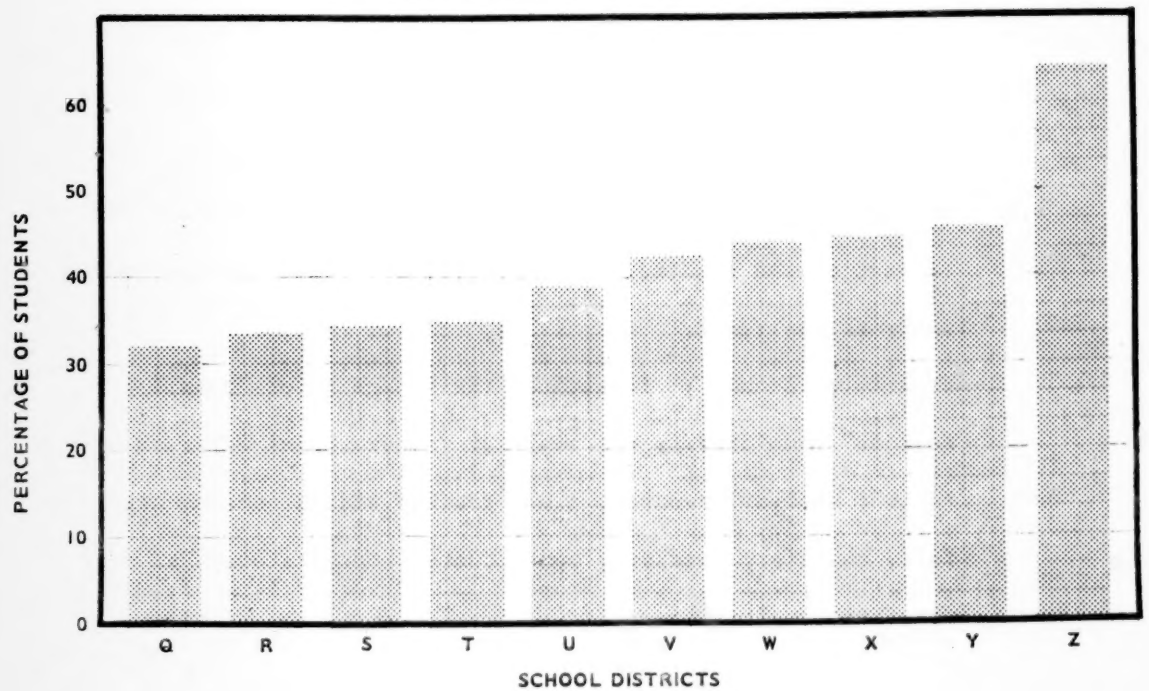


FIGURE 5

PERCENTAGE OF STUDENTS WITH A PERCENT OF ACCOMPLISHMENT OF 50% AND BELOW



3. Instructional materials -- considered what kinds of instructional resources were utilized by the program, i.e., multimedia, programmed materials, visual aids, a learning resource center, etc.
4. Instructional process -- assessed what kind of instructional process was utilized by the program, e.g., individualized instruction and assessed the extent of systematic interaction of the process components and people, i.e., diagnostic screening, assessment of pupil's deficiencies and learning styles, program prescription and feedback (evaluation and reinforcement).

Program Logistics

The amount of instructional time committed per week appeared to be equivalent between the high and low achieving districts. However, there appears to be more of a tendency for high achieving districts to utilize extraneous small groups instead of assimilating the program into the regular classroom instruction.

Program Personnel

The high achieving districts tended to utilize coordinators or consultants to facilitate coordination and inservice training for the teachers. The low achieving districts tended more toward parallel personnel, i.e., remedial or auxiliary teachers, rather than supervisory personnel. Both groups utilized teacher aides.

Instructional Materials

Several districts in both groups mentioned utilizing learning resource

centers. All districts utilized various multi-media, programmed materials, etc.

Instructional Process

Nearly all districts recognized the need to relate instructional materials to student deficiencies or disabilities as stated in program descriptions. More high achieving districts mentioned the role of a student learning style in planning the pupil's instructional program. While the high achieving districts made more frequent reference to diagnostic screening, most of the districts were utilizing some form of individualized instruction.

While both groups mentioned the role of feedback for evaluation and reinforcement, more high achieving districts acknowledged this component and emphasized the role of reinforcement (reward/praise).

Problems with the Quantification of Program Descriptions

The program descriptions were obtained from the 1971-72 Section 3 program applications. The instrument used to obtain program descriptions contained only two general categories -- organizational characteristics and instructional strategies. These were essentially open-ended response formats. Such a format presents great difficulties for data interpretation in that omission of program components can easily occur.

The second major problem in attempting to quantify the program descriptions was the use of educational concepts in broadly stated terms. The following are commonly used concepts whose exact meaning would seem to be in question due to generalized usage.

1. Learning centers -- what population uses the center, a classroom, an entire school? What kinds of resources, interest and ability levels are included in the resources? Is this comparable to a

library, a lab, self-study?

2. Programmed materials -- does this mean a precise, sequential and objective instructional format related to the learning deficiencies of pupils?
3. Learning style -- to expect definitive information on this concept may be an unreasonable demand since districts were not asked this question specifically. However, it may be a potential key to differentiating how effectively teachers and districts are dealing with various learning processes.

Percentage of Section 3 Monies Expended

Although each of the Section 3 school districts was not required to submit a budget at the beginning of the year, all Section 3 school districts submitted a summary expenditure report at the end of the school year 1971-72. Since districts had complete autonomy in the expenditure of funds, it is assumed that the summary expenditure reports accurately reflect monies expended.

The itemized expenditures of the high achieving and low achieving districts are presented in Tables 10 and 11.

It appeared that the high achieving and low achieving districts spent the Section 3 funds in a similar fashion. That is, approximately 50% in salaries for instruction, 15% to 20% in teaching supplies and other instructional equipment, and 10% to 15% in instructional equipment. However, there are some differences between the two groups; the high achieving group tended to spend relatively less in salaries for instruction, textbooks and instructional equipment, and more in the areas of administration, supplementary materials and school libraries.

One school district in the high achieving group showed a completely

PERCENTAGE OF SECTION 3 MONIES EXPENDED

1. SCHOOL DISTRICT 2. ALLOCATION 3. EXPENDITURES	Salaries For Instruction	Inservice Education	Textbooks	Supplementary Materials	School Library Expenses	Teaching Supplies and Other Instruction Expenses	Instructional Equipment	Administration	Pupil Transportation	Operation and Maintenance	Fixed Charges	Student Body Activities and Community Services	Construction and Non-Instructional Equipment
1. 13020 2. 268,252.00 3. 268,252.00	84.51	(.11)				(11.8)	(.88)				(2.6)		
1. 76140 2. 49,800.00 3. 50,970.41	46.16	1.85				31.63	(6.29)				13.36		
1. 82430 2. 168,000.00 3. 175,779.00	66.83	.45	1.37	8.28	.66	5.62	(9.41)	11.90					
1. 32170 2. 23,200.00 3. 23,100.00	60.67	(11.43)		(9.42)	(8.62)			.86		.96 (5.38)	(2.20)		
1. 73210 2. 33,432.00 3. 33,603.00	74.35	3.32	.5	5.22	3.43	1.13	(12.52)						
1. 82240 2. 153,230.00 3. 152,837.00	40.68	(12.43)		(11.69)		(18.59)			(.12)	.06			
1. 11010 2. 451,000.00 3. 386,642.00	34.36	(1.94)	(.98)		(.48)	(22.56)	(17.63)	3.26 (.04)	(.83)	(.01)	(2.71)	(.16)	(.69)
1. 81020 2. 178,901.00 3. 178,901.00	49.09		(4.37)			(28.77)	(17.15)			.12	(.46)		
1. 14010 2. 45,220.00 3. 21,402.09	32.72					(14.60)		I N C O M P L E T E					
1. 25280 2. 65,400.00 3. 67,708.26	5.64			(19.60)	(2.51)	(1.01)	(2.55)				1.13		71.05
AVERAGE	49.50	4.50	1.81	10.84	3.14	15.08	9.49	5.35	.48	1.63	3.74	.16	35.87

*Figures given indicate Salaries
Parenthesized figures indicate Contracted Services and Other Expenses.
Figures Underlined indicate Summer School

TABLE 11

PERCENTAGE OF SECTION 3 MONIES EXPENDED

Low Achieving Districts

50% and below 1. SCHOOL DISTRICT 2. ALLOCATION 3. EXPENDITURES	Salaries For Instruction	Inservice Education	Textbooks	Supplementary Materials	School Library Expenses	Teaching Supplies and Other Instruction Expenses	Instructional Equipment	Administration	Pupil Transportation	Operation and Maintenance	Fixed Charges	Student Body Activities and Community Services	Construction and Non-Instructional Equipment
1. 82130 2. 191,637.00 3. 191,637.00	23.67 (2.29)	(10.00)		(2.55)		(27.35)	(18.28)	1.56 (10.40)					(3.86)
1. 17140 2. 22,686.00 3. 22,686.00	87.41	1.00		(11.57)									
1. 80110 2. 22,089.00 3. 22,089.00	39.12	(9.95)	(15.34)	(1.63)		(9.68)							
1. 41010 * 2. 1,068,232.00 3. 985,612.00	5.17 58.50	.21 (.20)	(5.61)	.22 (12.00)		2.12 (8.45)	(7.26)	.2		(3.58)	.36	(.22)	(20.06)
1. 38170 2. 365,961.00 3. 369,765.83	34.99		(.69)	(14.99)		(37.91)	(9.96)	(.41)		(.32)			
1. 73010 2. 683,600.00 3. 718,600.00	50.3 (.12)		(21.85)	(14.32)		(1.80)	(10.06)		(.82)		(.62)		
1. 80040 2. 35,024.00 3. 39,729.14	35.81					(64.18)							
1. 23090 2. 24,000.00 3. 24,000.00	65.41					(5.41)	(29.16)						
1. 61120 2. 23,084.00 3. 23,267.94	40.60	(.39)				(6.61)	(28.62)	1.23 (.21)		(.75)	(4.85)		17.47
1. 50160 2. 133,529.00 3. 136,952.00	81.26	(.36)				(18.03)	(.33)						
AVERAGE	52.46	3.68	10.87	9.55	- -	20.17	14.81	3.50	.82	1.55	1.9-	.22	13.80

*Figures given indicate Salaries
Parenthesized figures indicate Contracted Services and Other Expenses.
Figures Underlined indicate Summer School

different pattern of spending from the rest of the population; it spent 71.05% of its total allocation on construction and non-instructional equipment and 19.60% on supplementary materials. Another school district submitted an incomplete financial report. Aside from these two exceptions, spending patterns were closely matched between the high achieving and low achieving groups of districts.

Summary

Comparing the high and low achieving districts, there is great similarity between concepts and processes utilized. The differences between groups must derive from the specific operations veiled behind the general concepts stated by the districts. For example, the written descriptions give the general impression of equivalence of process, i.e., use of individualized instruction, use of programmed materials, etc. However, the high achieving districts seemed more structured and more organized in relating student's deficiencies and learning styles to program prescriptions (or programmed materials), and then following up with pupil/teacher consultation for feedback, i.e., evaluation and reward. Both groups may be equivalent on this process, but the high achieving districts seemed to stress the specific pupil deficiencies.

In contrast, some of the low achieving districts were more ambiguous in meeting student learning deficiencies. Their strategy sounded more hit-or-miss, i.e., "we're using a variety of supplemental texts, materials, media, etc." Such an approach would appear less geared to dealing with learning deficiencies than structured and sequential programmed materials. Assuming that reading and arithmetic are structured systems, then presumably deficiencies in learning these systems could best be met by utilizing

a structured, systematic program or materials. Thus while more intangible program components were mentioned, e.g., much love and understanding, or emphasis on materials relating to individual interest, these aspects seem more related to student receptivity, and may not move beyond to meeting and countering specific deficiencies.

The itemized expenditures of the high and low districts revealed that the spending patterns were quite similar. It appears that the manner in which the funds were spent -- at least in terms of the expenditure categories utilized in this report -- may not have direct impact on pupil achievement.

PART VI

DISCUSSION AND RECOMMENDATIONS

Description of Data Collected

During school year 1971-72, the 67 Section 3 school districts were funded for a total of 112,500 pupils. The schools submitted 101,198 pupil records; there were 94,083 students, or 93% with matched pre- and posttest scores.

The problem of "regression-to-the-mean" was taken into account by requiring that students be given a pretest after they were selected for participation in the programs based on achievement test results.

Recommendation Number 1

> It is recommended that in the future the quartile range be charted in order to compare the percentages of students in each quartile on their pre- and posttest scores. This can be performed on the building, region or district level for any grade level. A study of this nature may reveal how various programs affect the high, middle and low achieving students. In addition, the statistical phenomenon of regression-to-the-mean should be investigated. In order to answer the question whether students with low pretest scores gained more than students with high test scores, each grade within each district can be divided into thirds based on their pretest, and gains can be computed for each of the subgroups.

It is predicted that the problems of missing data and unaccounted students will not be completely eliminated for the second year of the program. However, due to a number of preaudit and audit procedures established to facilitate the update of information sent in by school districts, these problems are expected to be reduced considerably in magnitude. In addition, procedures were set up to check the accuracy of test scores. Most important of all, emphasis must be given by local school districts to following carefully the instructions prepared by the

Michigan Department of Education and to checking data thoroughly before submitting it to the Department.

Discounting the large number of unaccounted students in Detroit, Beecher, Pontiac, Saginaw, Flint and Willow Run, the data were considered representative of the 740 participating elementary school buildings in the 67 Section 3 school districts.

Recommendation Number 2

> It is recommended that school districts establish some kind of system to facilitate the validating and checking of test results either based on individual classrooms or buildings. In addition, the relevancy of tests used should be carefully scrutinized by the districts. Both internal and external checks on test scores should be performed to insure the accuracy and validity of the data.

It is difficult for the school districts to engage an outside agency to audit results. In addition, it is also a sensitive issue, for apparently, not too many administrators are willing to follow through with this process. However, this is an important and necessary step in implementing accountability in the schools. An alternative route should be considered. In some school districts all students are tested under district testing in the fall, however, only certain students are tested in May (e.g., students in Section 3, Title I ESEA programs). It is highly desirable that districts test the students under similar test conditions for both pre- and posttesting.

Under the present set of Section 3 rules, it is possible for some students to be tested in May-June of each year. The posttest scores of school year 1971-72 can be used as the pretest scores of school year 1972-73, provided that the identical or parallel form of the test be administered to the students in May, 1973.

The status of pre- and posttest pupil achievement was presented. In some districts, some students were found to be performing on or above grade level upon posttesting. The question here is not only that these students should be studied, but also whether these students should be removed from the Section 3 program and thus make room for those students who do not perform to grade level. If they were locked in the program for the entire three year cycle, then, it would be illuminating to do a follow-up study on these students. In addition, there is a real need for process evaluation on the local district level.

Recommendation Number 3

> Within each school district, evaluators should study the delivery system of those buildings in which large numbers of students were found to make one, two or more years gain in achievement over a one year period, and those who failed to make gains.

The spending patterns of most Section 3 school districts were found to be quite similar; 60% of their allocations was spent on salaries for instruction and in-service training, approximately 30% of the money was spent on materials, 3-5% on facilities and 4-5% on administrative services. The "1972-73 Budget and Staff for Section 3 Program" will yield essentially the same kinds of information. However, the form was modified so that school districts were also required to provide information on Section 3 staff in terms of full time equivalency to the nearest whole number. In other words, in the 1972-73 evaluation report, it will be possible to provide answers to questions pertaining to the number of additional staff hired with Section 3 money.

Recommendation Number 4

> In order to obtain more meaningful information and do a creditable job in analyzing financial data, it is recommended that school districts, particularly the larger ones, file their summary expenditure reports on the building level in the future.

Description of Section 3 Students Achievement in Reading and Arithmetic

It is conservatively estimated that in Detroit Public Schools missing data accounted for over 20% of their students. In the remaining 66 school districts, missing data accounted for 10% of the total population. The Michigan Department of Education, Section 3 evaluation staff has set up procedures and is working vigorously toward the elimination of the missing data problem, thus reducing the number of students who will receive no Section 3 money for the third year of the program for reasons other than achievement. It is hoped that local education agencies will share this responsibility. These figures should also provide food for thought about alternative uses of the "surplus" money which invariably will accrue in school year 1972-73.

The distribution of pupil achievement ranged from zero and below to 300% and above accomplishment level. In the combined reading and arithmetic programs, approximately 69% of the students in the 66 Section 3 school districts excluding the Detroit Public Schools met at least 75% of accomplishment level. One hundred percent accomplishment level means one month gain in reading and arithmetic for each month in the program. Approximately 74% of Section 3 students enrolled in reading only programs met at least 75% of accomplishment level; and 77% of the students enrolled in arithmetic only programs met this goal.

In the Detroit Public Schools, approximately 66% of their Section 3 students achieved at least 75% of accomplishment levels in the combined reading and arithmetic programs and reading only programs.

Since school districts would not receive a bonus if the gains were above 75%, there is *a priori* reason to believe that students achieving above the 75% level of accomplishment were gains actually made by the

students. Therefore, it would be revealing to study why these supposedly low achieving students were able to make spectacular gains. A follow-up study on these high achieving students for the second and third years of the program is necessary to ascertain the retention power.

Comparison of means showed that students in grades 3-6 made statistically significant gains in reading and arithmetic achievement. Lansing Public Schools and the Detroit Public Schools provided district test results for analysis on the district level. During school year 1971-72, Section 3 students on the average achieved at the same rate of progress as did the average Lansing students. Section 3 students in the Detroit Public Schools made greater average gains in reading and arithmetic achievement than the average gains made by average Detroit students. Further analysis is recommended in order to compare the performance of Section 3 students with other students not in the Section 3 programs. It should be noted that there are no comparison groups (control groups) within each school district, since Section 3 students comprised the lowest achieving students in each school district distributed across grades K through 6 in all elementary school buildings.

Combined Results on All 67 Section 3 School Districts

Pupil achievement as it relates to type of program, grade level, funding level, years of operation, and program duration in the 66 Section 3 school districts, as well as in the Detroit Public Schools, were presented. It can probably be assumed that most of the Section 3 students in the 67 school districts are in combined reading and arithmetic programs in the school year 1972-73.

Section 3 school districts will undoubtedly provide more complete information on funding level and years of service in the future. Furthermore, additional information on summer school programs, program duration and program description will probably shed more light on the Section 3 programs of the school year 1972-73.

High and Low Achieving School Districts

There was great similarity between concepts and process utilized when the high and low achieving school districts were identified and studied. The high and low achieving districts were selected according to one criterion, that is, pupil achievement. Problems encountered in the analysis of program components, derived from program descriptions submitted by the school districts, were numerous. The financial reports submitted by school districts did not shed much light in terms of its impact on program effectiveness.

Recommendation Number 5

> In order to ascertain what caused the improvement or failure of pupil achievement, the planned educational delivery systems, the relationship between costs and the delivery systems should be carefully studied.

Needless to say, process evaluation should be a paramount concern of local school districts. Evaluation should not be confined to the indentification of successful and unsuccessful buildings based solely on the criterion of achievement, but also the conditions under which they operate. In order to facilitate process evaluation, quantitative and ancedotal records must be kept on the class and/or building level.

APPENDIX A

Number of Students Achieving Less Than One Year Below Grade Level on the Pretest Grade Scores and Number of Students Scoring on or Above Grade Level on the Posttest

Pages 62 Through 65

APPENDIX A

Total Number of Section 3 Students (K-6) by District, Number of Students Achieving Less Than One Year Below Grade Level on the Pretest Grade Scores and Number of Students Scoring on or Above Grade Level on the Posttest

DISTRICT & NUMBER		NUMBER OF STUDENTS ACHIEVING LESS THAN ONE YEAR BELOW GRADE LEVEL	NUMBER OF STUDENTS SCORING ON OR ABOVE GRADE LEVEL ON POSTTEST
05010	Alba	14	2
06010	Arenac	18	5
11010	Benton Harbor	29 **	42 **
13010	Albion	123	14
13020	Battle Creek	189	89
13050	Athens	48	7
13135	Union City	78 *	14 *
14010	Cassopolis	18 **	8 *
14020	Dowagiac	55 **	5 *
17140	Brimley	42	8
18020	Farwell	50	4
21130	Rock	12 *	1 *
23010	Bellevue	40 **	2 *
23065	Maple Valley	55	6
23090	Potterville	38	5
25010	Flint	1710 **	394 *
25240	Beecher	111	19
25280	Lakeville	82 **	11 *
30080	Waldron	51 *	12 *
32170	Ubly	72	35
33020	Lansing	1042	122
38100	Hanover-Horton	20 **	8 *
38150	Springport	23 **	4 *
38170	Jackson	604 **	96 *
39010	Kalamazoo	341 **	62 **
40040	Kalkaska	25 **	2 **
41010	Grand Rapids	795 **	126 *

* Data reported in Description and Evaluation of Section 3 Programs in Michigan 1971-72, Report Number 1; ** Data different from Report Number 1 due to updating procedures; *** Data undergoing corrections; # Grand Rapids' figure includes 117 7th and 8th grade students.

APPENDIX A
(continued)

Total Number of Section 3 Students (K-6) by District, Number of Students Achieving Less Than One Year Below Grade Level on the Pretest Grade Scores and Number of Students Scoring on or Above Grade Level on the Posttest

DISTRICT & NUMBER		NUMBER OF STUDENTS ACHIEVING LESS THAN ONE YEAR BELOW GRADE LEVEL	NUMBER OF STUDENTS SCORING ON OR ABOVE GRADE LEVEL ON POSTTEST
41140	Kelloggsville	66	5
43040	Baldwin	45	13
46070	Deerfield	***	***
50050	Armada	88 **	22 *
50160	Mt. Clemens	132 **	2 *
50170	New Haven	54	6
58080	Jefferson	87 **	1
61010	Muskegon	320 *	66 *
61020	Muskegon Heights	199 **	20 *
61120	Holton	23	5
63020	Ferndale	107	***
63030	Pontiac	***	***
63180	Brandon	93 **	13 *
73010	Saginaw	864 **	109 **
73080	Buena Vista	178 **	47 *
73210	Hemlock	39 **	28 *
75030	Centreville	39 **	3 *
76140	Marlette	48 **	19 *
78060	Morrice	22	3
78080	Perry	102	17
80020	Bangor	50	1
80040	Covert	63	8
80110	Gobles	18	6
80130	Lawrence	19 **	10 *
81020	Ypsilanti	287 **	100 *
81070	Linc. Consol.	80 *	7 *
81150	Willow Run	161 **	29 **

* Data reported in Description and Evaluation of Section 3 Programs in Michigan 1971-72, Report Number 1;
** Data different from Report Number 1 due to updating procedures; *** Data undergoing corrections.

APPENDIX A
(continued)

Total Number of Section 3 Students (K-6) by District, Number of Students Achieving Less Than One Year Below Grade Level on the Pretest Grade Scores and Number of Students Scoring on or Above Grade Level on the Posttest

DISTRICT & NUMBER		NUMBER OF STUDENTS ACHIEVING LESS THAN ONE YEAR BELOW GRADE LEVEL	NUMBER OF STUDENTS SCORING ON OR ABOVE GRADE LEVEL ON POSTTEST
82010	Detroit	21870	5922
82060	Hamtramck	88 **	14 *
82070	Highland Park	512	***
82080	Inkster	182 **	50 *
82120	River Rouge	140	50
82130	Romulus	362 *	12 *
82160	Wayne-Westland	845 *	150 *
82240	Westwood	141 **	43 *
82250	Ecorse	17 **	13 *
82340	Huron	112	19
82365	Woodhaven	93	25
82430	Van Buren	46	38
83060	Manton	34	27

* Data reported in Description and Evaluation of Section 3 Programs in Michigan 1971-72, Report Number 1;
** Data different from Report Number 1 due to updating procedures; *** Data undergoing corrections.

APPENDIX B

Number and Percent of Students, by District Name and Code Number, Achieving a Certain Percentage of Accomplishment

Pages 66 Through 78

NUMBER AND PERCENT OF STUDENTS, BY DISTRICT NAME AND CODE NUMBER, ACHIEVING A CERTAIN PERCENTAGE OF ACCOMPLISHMENT

PERCENTAGE OF ACCOMPLISHMENT	Alba (05010)		Albion (13010)		Arenac (06010)		Armada (50050)		Athens (13050)		Baldwin (43040)	
	N	%	N	%	N	%	N	%	N	%	N	%
300%-Above	0	0.00	72	19.00	4	5.13	6	3.97	17	12.50	15	6.55
275-299%	0	0.00	4	1.06	3	3.85	4	2.65	4	2.94	6	2.62
250-274%	2	6.45	19	5.01	6	7.69	3	1.99	2	1.47	5	2.18
225-249%	0	0.00	17	4.49	2	2.56	5	3.31	6	4.41	8	3.49
200-224%	2	6.45	31	8.18	5	6.41	8	5.30	13	9.56	21	9.17
175-199%	3	9.68	18	4.75	9	11.54	11	7.28	7	5.15	15	6.55
150-174%	3	9.68	28	7.39	7	8.97	14	9.27	9	6.62	24	10.48
125-149%	0	0.00	32	8.44	8	10.26	22	14.57	11	8.09	33	14.41
100-124%	6	19.35	30	7.92	9	11.54	18	11.92	23	16.91	30	13.10
075-099%	1	3.23	29	7.65	4	5.13	20	13.25	10	7.35	16	6.99
050-074%	4	12.90	26	6.86	5	6.41	13	8.61	9	6.62	17	7.42
025-049%	5	16.13	16	4.22	2	2.56	7	4.64	7	5.15	10	4.37
001-024%	0	0.00	15	3.96	2	2.56	5	3.31	2	1.47	9	3.93
000-Below	5	16.13	42	11.08	12	15.38	15	9.93	16	11.76	20	8.73
*Missing Data:	5		39		2		0		16		9	

*Missing data do not include students not reported by districts or where pre- and posttest test do not match due to different subtests, batteries, etc.

NUMBER AND PERCENT OF STUDENTS, BY DISTRICT NAME AND CODE NUMBER, ACHIEVING A CERTAIN PERCENTAGE OF ACCOMPLISHMENT

PERCENTAGE OF ACCOMPLISHMENT	Bangor (80020)		Battle Creek (13020)		Beecher (25240)		Bellevue (23010)		Benton Harbor (11010)		Brandon (63180)	
	N	%	N	%	N	%	N	%	N	%	N	%
300%-Above	16	6.20	283	23.20	48	8.57	19	16.24	486	21.58	10	5.32
275-299%	5	1.94	62	5.08	21	3.75	6	5.13	39	1.73	2	1.06
250-274%	10	3.88	113	9.26	21	3.75	1	0.85	171	7.59	10	5.32
225-249%	9	3.49	66	5.41	22	3.93	3	2.56	154	6.84	9	4.79
200-224%	22	8.53	130	10.66	29	5.18	3	2.56	215	9.55	18	9.57
175-199%	15	5.81	67	5.49	34	6.07	8	6.84	88	3.91	12	6.38
150-174%	23	8.91	129	10.57	34	6.07	7	5.98	231	10.26	19	10.11
125-149%	15	5.81	58	4.75	51	9.11	10	8.55	139	6.17	9	4.79
100-124%	22	8.53	100	8.20	50	8.93	10	8.55	179	7.95	20	10.64
075-099%	16	6.20	43	3.52	56	10.00	11	9.40	61	2.71	10	5.32
050-074%	39	15.12	62	5.08	49	8.75	8	6.84	103	4.57	14	7.45
025-049%	28	10.85	27	2.21	26	4.64	8	6.84	67	2.98	4	2.13
001-024%	12	4.65	9	0.74	19	3.39	6	5.13	33	1.47	23	12.23
000-Below	26	10.08	71	5.82	100	17.86	17	14.53	286	12.70	28	14.89
*Missing Data:	3		167		277		78		3		19	

*Missing data do not include students not reported by districts or where pre- and posttest test do not match due to different subtests, batteries, etc.

NUMBER AND PERCENT OF STUDENTS, BY DISTRICT NAME AND CODE NUMBER, ACHIEVING A CERTAIN PERCENTAGE OF ACCOMPLISHMENT

PERCENTAGE OF ACCOMPLISHMENT	Brimley (17140)		Buena Vista (73080)		Cassopolis (14010)		Centreville (75030)		Covert (80040)		Deerfield (46070)	
	N	%	N	%	N	%	N	%	N	%	N	%
300%-Above	0	0.00	31	7.52	27	11.64	0	0.00	12	7.02	4	7.55
275-299%	0	0.00	6	1.46	19	8.19	0	0.00	1	0.58	0	0.00
250-274%	1	0.93	15	3.64	10	4.31	0	0.00	4	2.34	4	7.55
225-249%	1	0.93	12	2.91	13	5.60	4	3.17	1	0.58	1	1.88
200-224%	0	0.00	24	5.83	19	8.19	3	2.38	4	2.34	4	7.55
175-199%	1	0.93	28	6.80	24	10.34	7	5.56	5	2.92	0	0.00
150-174%	5	4.63	41	9.95	23	9.91	8	6.35	17	9.94	9	16.98
125-149%	4	3.70	48	11.65	26	11.21	17	13.49	7	4.09	3	5.67
100-124%	14	12.96	47	11.41	15	6.47	17	13.49	28	16.37	2	3.77
075-099%	15	13.89	42	10.19	12	5.17	23	18.25	9	5.26	10	18.86
050-074%	18	16.67	43	10.44	4	1.72	23	18.25	23	13.45	11	20.75
025-049%	13	12.04	20	4.85	9	3.88	11	8.73	24	14.04	3	5.67
001-024%	11	10.19	20	4.85	20	8.62	5	3.97	12	7.02	2	3.77
000-Below	25	23.15	35	8.50	11	4.74	8	6.35	24	14.04	0	0.00
*Missing Data:	6		105		8		2		4			

*Missing data do not include students not reported by districts or where pre- and posttest test do not match due to different subtests, batteries, etc.

NUMBER AND PERCENT OF STUDENTS, BY DISTRICT NAME AND CODE NUMBER, ACHIEVING A CERTAIN PERCENTAGE OF ACCOMPLISHMENT

PERCENTAGE OF ACCOMPLISHMENT	Detroit (82010)		Dowagiac (14020)		Ecorse (82250)		Farwell (18020)		Ferndale (63020)		Flint (25010)	
	N	%	N	%	N	%	N	%	N	%	N	%
300%-Above	6969	15.33	79	19.55	30	4.85	17	10.37	1	0.18	447	8.06
275-299%	990	2.18	21	5.20	11	1.78	7	4.27	0	0.00	155	2.80
250-274%	1477	3.25	14	3.47	19	3.07	2	1.22	0	0.00	235	4.24
225-249%	1463	3.22	28	6.93	24	3.88	9	5.49	0	0.00	264	4.76
200-224%	3075	6.76	19	4.70	54	8.74	9	5.49	0	0.00	437	7.88
175-199%	2234	4.91	15	3.71	51	8.25	12	7.32	0	0.00	424	7.65
150-174%	3403	7.49	28	6.93	38	6.15	14	8.54	0	0.00	526	9.49
125-149%	2828	6.22	24	5.94	54	8.74	8	4.88	0	0.00	479	8.64
100-124%	4850	10.67	16	3.96	67	10.84	21	12.80	0	0.00	612	11.04
075-099%	2982	6.56	24	5.94	60	9.71	9	5.49	0	0.00	463	8.35
050-074%	3605	7.93	26	6.44	65	10.52	11	6.71	10	1.84	437	7.88
025-049%	2362	5.20	21	5.20	49	7.93	4	2.44	119	21.92	284	5.12
001-024%	1765	3.88	17	4.21	24	3.88	2	1.22	269	49.54	156	2.81
000-Below	7452	16.39	72	17.82	72	11.65	39	23.78	144	26.52	625	11.27
*Missing Data:	1549		75		5		11		4		295	

*Missing data do not include students not reported by districts or where pre- and posttest test do not match due to different subtests, batteries, etc.

NUMBER AND PERCENT OF STUDENTS, BY DISTRICT NAME AND CODE NUMBER, ACHIEVING A CERTAIN PERCENTAGE OF ACCOMPLISHMENT

PERCENTAGE OF ACCOMPLISHMENT	Gobles (80110)		Grand Rapids (41010)		Hamtramck (82060)		Hanover-Horton (38100)		Hemlock (73210)		Highland Park (82070)	
	N	%	N	%	N	%	N	%	N	%	N	%
300%-Above	7	7.37	218	4.24	5	1.25	12	8.00	35	21.47	144	7.85
275-299%	2	2.11	68	1.32	0	0.00	2	1.33	4	2.45	46	2.50
250-274%	4	4.21	105	2.04	8	2.01	2	1.33	12	7.36	68	3.71
225-249%	3	3.16	149	2.90	8	2.01	7	4.67	12	7.36	83	4.52
200-224%	5	5.26	219	4.26	12	3.01	9	6.00	16	9.82	128	6.98
175-199%	6	6.32	213	4.14	33	8.27	6	4.00	8	4.91	144	7.85
150-174%	6	6.32	355	6.90	46	11.53	23	15.33	20	12.27	202	11.00
125-149%	5	5.26	372	7.23	45	11.28	6	4.00	15	9.20	207	11.28
100-124%	8	8.42	480	9.33	61	15.29	22	14.67	24	14.72	195	10.63
075-099%	6	6.32	353	6.86	52	13.03	11	7.33	9	5.52	154	8.39
050-074%	6	6.32	383	7.45	43	10.78	16	10.67	6	3.68	130	7.09
025-049%	6	6.32	217	4.22	24	6.02	7	4.67	1	0.61	75	4.09
001-024%	1	1.05	144	2.80	7	1.75	4	2.67	0	0.00	15	0.82
000-Below	30	31.58	1867	36.30	55	13.78	23	15.33	1	0.61	244	13.29
*Missing Data:	16		271		66		65		7		24	

*Missing data do not include students not reported by districts or where pre- and posttest test do not match due to different subtests, batteries, etc.

NUMBER AND PERCENT OF STUDENTS, BY DISTRICT NAME AND CODE NUMBER, ACHIEVING A CERTAIN PERCENTAGE OF ACCOMPLISHMENT

PERCENTAGE OF ACCOMPLISHMENT	Holton (61120)		Huron (82340)		Inkster (82080)		Jackson (38170)		Jefferson (58080)		Kalamazoo (39010)	
	N	%	N	%	N	%	N	%	N	%	N	%
300%-Above	1	0.89	19	6.91	172	18.53	255	14.25	10	2.92	167	8.73
275-299%	1	0.89	5	1.82	18	1.94	33	1.84	9	2.63	50	2.61
250-274%	2	1.79	12	4.36	27	2.91	72	4.02	8	2.34	72	3.76
225-249%	1	0.89	4	1.45	34	3.66	51	2.85	13	3.80	73	3.81
200-224%	6	5.36	25	9.09	37	3.99	96	5.36	22	6.43	175	9.14
175-199%	4	3.57	14	5.09	48	5.17	57	3.18	27	7.89	112	5.85
150-174%	6	5.36	53	19.27	46	4.96	98	5.47	28	8.19	200	10.45
125-149%	9	8.04	19	6.91	69	7.44	71	3.97	25	7.31	120	6.27
100-124%	18	16.07	33	12.00	64	6.90	119	6.65	44	12.87	236	12.33
075-099%	9	8.04	29	10.55	77	8.30	67	3.74	30	8.77	115	6.01
050-074%	17	15.18	24	8.73	70	7.54	109	6.09	37	10.82	205	10.71
025-049%	9	8.04	8	2.91	64	6.90	61	3.41	27	7.89	79	4.13
001-024%	5	4.46	7	2.55	13	1.40	295	16.48	18	5.26	59	3.08
000-Below	24	21.43	23	8.36	189	20.37	406	22.68	44	12.87	251	13.11
*Missing Data:	25		42		79		138		5		104	

*Missing data do not include students not reported by districts or where pre- and posttest test do not match due to different subtests, batteries, etc.

NUMBER AND PERCENT OF STUDENTS, BY DISTRICT NAME AND CODE NUMBER, ACHIEVING A CERTAIN PERCENTAGE OF ACCOMPLISHMENT

PERCENTAGE OF ACCOMPLISHMENT	Kalkaska (40040)		Kelloggsville (41140)		Lakeville (25280)		Lansing (33020)		Lawrence (80130)		Lincoln Cons. (81070)	
	N	%	N	%	N	%	N	%	N	%	N	%
300%-Above	1	0.85	13	4.10	33	9.54	205	6.22	9	11.25	6	1.71
275-299%	1	0.85	1	0.32	12	3.47	67	2.03	0	0.00	2	0.57
250-274%	0	0.00	10	3.15	26	7.51	159	4.82	5	6.25	8	2.29
225-249%	6	5.08	7	2.21	26	7.51	137	4.16	5	6.25	8	2.29
200-224%	2	1.69	10	3.15	43	12.43	286	8.67	7	8.75	17	4.86
175-199%	4	3.39	27	8.52	24	6.94	254	7.70	3	3.75	17	4.86
150-174%	11	9.32	27	8.52	37	10.69	399	12.10	10	12.50	30	8.57
125-149%	12	10.17	34	10.73	29	8.38	312	9.46	8	10.00	33	9.43
100-124%	15	12.71	45	14.20	40	11.56	384	11.65	7	8.75	45	12.86
075-099%	25	21.19	45	14.20	14	4.05	262	7.95	8	10.00	44	12.57
050-074%	17	14.41	36	11.36	28	8.09	344	10.43	0	0.00	38	10.86
025-049%	10	8.47	26	8.20	2	0.58	170	5.16	3	3.75	29	8.29
001-024%	5	4.24	11	3.47	2	0.58	93	2.82	2	2.50	23	6.57
000-Below	9	7.63	25	7.89	30	8.67	225	6.82	13	16.25	50	14.29
*Missing Data:	16		23		26		642		14		16	

*Missing data do not include students not reported by districts or where pre- and posttest test do not match due to different subtests, batteries, etc.

NUMBER AND PERCENT OF STUDENTS, BY DISTRICT NAME AND CODE NUMBER, ACHIEVING A CERTAIN PERCENTAGE OF ACCOMPLISHMENT

PERCENTAGE OF ACCOMPLISHMENT	Manton (83060)		Maple Valley (23065)		Marlette (76140)		Morrice (78060)		Mt. Clemens (50160)		Muskegon (61010)	
	N	%	N	%	N	%	N	%	N	%	N	%
300%-Above	5	4.90	17	8.8	39	18.93	23	25.00	7	1.03	35	2.98
275-299%	2	1.96	8	3.85	7	3.40	0	0.00	3	0.44	28	2.38
250-274%	1	0.98	11	5.28	17	8.25	2	2.17	16	2.36	42	3.57
225-249%	3	2.94	7	3.36	20	9.71	2	2.17	18	2.66	59	5.02
200-224%	6	5.88	21	10.09	21	10.19	5	5.43	34	5.02	102	8.68
175-199%	2	1.96	17	8.18	18	8.74	7	7.61	44	6.50	114	9.70
150-174%	12	11.76	23	11.06	11	5.34	15	16.30	42	6.20	151	12.85
125-149%	11	10.78	23	11.06	15	7.28	8	8.70	52	7.68	153	13.02
100-124%	11	10.78	17	8.18	9	4.37	7	7.61	78	11.52	150	12.77
075-099%	10	9.80	20	9.61	10	4.85	5	5.43	67	9.90	95	8.09
050-074%	8	7.84	25	12.01	10	4.85	4	4.35	95	14.03	103	8.77
025-049%	10	9.80	9	4.32	5	2.43	2	2.17	69	10.19	54	4.60
001-024%	5	4.90	5	2.41	5	2.43	2	2.17	45	6.65	12	1.02
000-Below	16	15.69	5	2.41	19	9.22	10	10.87	107	15.81	77	6.55
*Missing Data:	4		12		22		13		2		21	

*Missing data do not include students not reported by districts or where pre- and posttest test do not match due to different subtests, batteries, etc.

NUMBER AND PERCENT OF STUDENTS, BY DISTRICT NAME AND CODE NUMBER, ACHIEVING A CERTAIN PERCENTAGE OF ACCOMPLISHMENT

PERCENTAGE OF ACCOMPLISHMENT	Muskegon Hts. (61020)		New Haven (50170)		Perry (78080)		Pontiac (63030)		Potterville (23090)		River Rouge (82120)	
	N	%	N	%	N	%	N	%	N	%	N	%
300%-Above	106	11.91	4	2.29	17	7.42	191	7.86	3	2.86	19	4.94
275-299%	7	0.79	1	0.57	3	1.31	49	2.02	1	0.95	3	0.78
250-274%	27	3.03	4	2.29	5	2.18	77	3.17	4	3.81	13	3.38
225-249%	21	2.36	4	2.29	4	1.75	63	2.59	0	0.00	11	2.86
200-224%	69	7.75	8	4.57	4	1.75	153	6.30	4	3.81	31	8.05
175-199%	42	4.72	9	5.14	6	2.62	108	4.45	4	3.81	25	6.49
150-174%	83	9.33	18	10.29	9	3.93	180	7.41	5	4.76	45	11.69
125-149%	66	7.42	17	9.71	17	7.42	178	7.33	10	9.52	65	16.88
100-124%	108	12.13	30	17.14	26	11.35	280	11.53	11	10.48	57	14.81
075-099%	68	7.64	16	9.14	28	12.23	234	9.63	16	15.24	30	7.79
050-074%	108	12.13	18	10.29	37	16.16	301	12.39	11	10.48	35	9.09
025-049%	43	4.83	15	8.57	25	10.92	259	10.66	10	9.52	23	5.97
001-024%	33	3.71	8	4.57	16	6.99	179	7.37	5	4.76	11	2.86
000-Below	109	12.25	23	13.14	32	13.97	177	7.29	21	20.00	17	4.42
*Missing Data:	51		16		0		1138		3		1	

*Missing data do not include students not re[ported] due to different subtests, batteries, etc.

[D]istricts or where pre- and posttest test do not match

NUMBER AND PERCENT OF STUDENTS, BY DISTRICT NAME AND CODE NUMBER, ACHIEVING A CERTAIN PERCENTAGE OF ACCOMPLISHMENT

PERCENTAGE OF ACCOMPLISHMENT	Rock (21130)		Romulus (82130)		Saginaw (73010)		Springport (38150)		Ubly (32170)		Union City (13135)	
	N	%	N	%	N	%	N	%	N	%	N	%
300%-Above	1	2.86	6	0.60	664	**23.91**	6	4.58	13	11.40	14	7.78
275-299%	0	0.00	6	0.60	66	2.38	5	3.82	5	4.39	3	1.67
250-274%	1	2.86	7	0.70	86	3.10	3	2.29	10	8.77	9	5.00
225-249%	0	0.00	5	0.50	71	2.56	15	11.45	6	5.26	9	5.00
200-224%	1	2.86	5	0.50	96	3.46	10	7.63	16	14.04	15	8.33
175-199%	0	0.00	12	1.20	58	2.09	11	8.40	11	9.65	13	7.22
150-174%	1	2.86	30	3.00	120	4.32	13	9.92	21	18.42	17	9.44
125-149%	1	2.86	39	3.90	86	3.10	10	7.63	10	8.77	14	7.78
100-124%	7	20.00	55	5.49	135	4.86	12	9.16	9	7.89	17	9.44
075-099%	6	17.14	84	8.39	85	3.06	7	5.34	2	1.75	14	7.78
050-074%	7	20.00	115	11.49	228	8.21	12	9.16	3	2.63	23	12.78
025-049%	5	14.29	117	11.69	310	11.16	12	9.16	2	1.75	12	6.67
001-024%	3	8.57	241	24.08	332	11.96	0	0.00	1	0.88	5	2.78
000-Below	2	5.71	279	27.87	440	15.84	15	11.45	5	4.39	15	8.33
*Missing Data:	2		7		708		1		2		2	

*Missing data do not include students not reported by districts or where pre- and posttest test do not match due to different subtests, batteries, etc.

NUMBER AND PERCENT OF STUDENTS, BY DISTRICT NAME AND CODE NUMBER, ACHIEVING A CERTAIN PERCENTAGE OF ACCOMPLISHMENT

PERCENTAGE OF ACCOMPLISHMENT	Van Buren (82430)		Waldron (30080)		Wayne-Westland (82160)		Westwood (82240)		Willow Run (81150)		Woodhaven (82365)	
	N	%	N	%	N	%	N	%	N	%	N	%
300%-Above	214	25.85	3	3.26	125	4.66	136	20.00	82	12.60	41	14.14
275-299%	41	4.95	3	3.26	44	1.64	31	4.56	23	3.53	12	4.14
250-274%	48	5.80	2	2.17	71	2.65	45	6.62	33	5.07	14	4.83
225-249%	34	4.11	0	0.00	82	3.06	34	5.00	38	5.84	8	2.76
200-224%	66	7.97	1	1.09	99	3.69	71	10.44	38	5.84	30	10.34
175-199%	52	6.28	7	7.61	145	5.41	42	6.18	29	4.45	18	6.21
150-174%	76	9.18	7	7.61	212	7.91	64	9.41	68	10.45	21	7.24
125-149%	41	4.95	12	13.04	288	10.74	36	5.29	46	7.07	20	6.90
100-124%	110	13.29	11	11.96	311	11.60	40	5.88	48	7.37	27	9.31
075-099%	42	5.07	7	7.61	350	13.05	48	7.06	64	9.83	24	8.28
050-074%	35	4.23	10	10.87	328	12.23	44	6.47	64	9.83	25	8.62
025-049%	13	1.57	9	9.78	203	7.57	24	3.53	46	7.07	22	7.59
001-024%	10	1.21	1	1.09	69	2.57	15	2.21	18	2.76	6	2.07
000-Below	46	5.56	19	20.65	354	13.20	50	7.35	54	8.29	22	7.59
*Missing Data:	11		0		6		90		201		0	

*Missing data do not include students not reported by districts or where pre- and posttest test do not match due to different subtests, batteries, etc.

NUMBER AND PERCENT OF STUDENTS, BY DISTRICT NAME AND CODE NUMBER, ACHIEVING A CERTAIN PERCENTAGE OF ACCOMPLISHMENT

PERCENTAGE OF ACCOMPLISHMENT	Ypsilanti (81020)		State Total		State Total Excluding Detroit							
	N	%	N	%	N	%	N	%	N	%	N	%
300%-Above	195	22.49	11871	12.62	4902	10.09						
275-299%	27	3.11	2064	2.19	1074	2.20						
250-274%	41	4.73	3334	3.55	1857	3.81						
225-249%	34	3.92	3296	3.50	1833	3.76						
200-224%	79	9.11	6245	6.63	3170	6.51						
175-199%	43	4.96	4925	5.23	2691	5.54						
150-174%	71	8.19	7553	8.03	4150	8.54						
125-149%	62	7.15	6557	6.97	3729	7.67						
100-124%	93	10.73	9685	10.30	4835	9.95						
075-099%	38	4.38	6606	7.02	3624	7.45						
050-074%	32	3.69	7815	8.31	4210	8.66						
025-049%	33	3.81	5276	5.60	2914	5.99						
001-024%	14	1.61	4183	4.45	2418	4.98						
000-Below	105	12.11	14673	15.60	7221	14.85						
*Missing Data:	49		6626		5077							

* Missing data do not include students not reported by districts or where pre- and posttest test do not match due to different subtests, batteries, etc.

APPENDIX C

Number and Percent of Section 3 Students Achieving a Minimum of 75% Accomplishment, and Number of Matched Pre- and Posttest Scores, as Measured by Standardized Achievement Tests, by Grade Level, by District

Pages 79 Through 107

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Alba (05010)	K	0	.00	0	1	50.00	2	0	.00	0
	1	0	.00	3	0	.00	2	0	.00	0
	2	0	.00	4	2	100.00	2	0	.00	0
	3	2	66.67	3	1	50.00	2	1	100.00	1
	4	2	100.00	2	1	33.33	3	0	.00	0
	5	0	.00	0	2	100.00	2	0	.00	0
	6	2	100.00	2	3	100.00	3	0	.00	0
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		6	42.86	14	10	62.50	16	1	100.00	1
Albion (13010)	K	26	86.67	30	35	100.00	35	0	.00	0
	1	28	84.85	33	0	.00	0	0	.00	0
	2	30	65.22	46	1	25.00	4	1	100.00	1
	3	33	84.62	39	8	88.89	9	2	100.00	2
	4	30	73.17	41	3	100.00	3	1	100.00	1
	5	34	66.67	51	5	83.33	6	3	50.00	6
	6	26	65.00	40	7	41.18	17	6	54.55	11
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		207	73.92	280	59	79.72	74	13	61.90	21

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Arenac (06010)	K	7	100.00	7	0	.00	0	0	.00	0
	1	17	100.00	17	0	.00	0	0	.00	0
	2	1	100.00	1	1	100.00	1	0	.00	0
	3	5	50.00	10	1	25.00	4	0	.00	0
	4	5	62.50	8	1	100.00	1	0	.00	0
	5	4	44.44	9	0	.00	0	1	100.00	1
	6	12	100.00	12	0	.00	1	2	100.00	2
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		51	79.68	64	3	42.85	7	3	100.00	3
Armada (50050)	K	3	50.00	6						
	1	1	20.00	5						
	2	2	33.33	6						
	3	41	93.18	44						
	4	37	78.72	47						
	5	13	65.00	20						
	6	14	82.35	17						
	7	0	.00	0						
	8	0	.00	0						
Totals:		111	76.55	145						

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Athens (13050)	K	12	100.00	12						
(Number of students	1	11	64.71	17						
absent more than	2	18	90.00	20						
30 days due to	3	15	71.93	21						
illness - 11)	4	18	85.71	21						
	5	15	55.56	27						
	6	13	72.22	18						
	7	0	.00	0						
	8	0	.00	0						
Totals:		102	75.00	136						
Baldwin (43040)	K	36	81.82	44	0	.00	0			
	1	21	100.00	21	14	100.00	14			
	2	21	77.78	27	0	.00	0			
	3	32	91.43	35	0	.00	0			
	4	14	58.33	24	0	.00	0			
	5	24	77.42	31	0	.00	0			
	6	11	68.75	16	0	.00	0			
	7	0	.00	0	0	.00	0			
	8	0	.00	0	0	.00	0			
Totals:		159	80.30	198	14	100.00	14			

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Bangor (80020)	K	18	94.74	19						
(Number of students	1	43	100.00	43						
absent more than 30	2	10	24.39	41						
days due to illness	3	22	53.66	41						
- 26)	4	12	27.91	43						
	5	28	90.32	31						
	6	20	74.07	27						
	7	0	.00	0						
	8	0	.00	0						
Totals:		153	62.44	245						
Battle Creek (13020)	K	0	.00	0	76	90.48	84	0	.00	0
(Number of students	1	0	.00	0	162	95.29	170	0	.00	0
absent more than 30	2	131	93.57	140	36	87.80	41	3	75.00	4
days due to illness-	3	170	93.41	182	32	78.05	41	5	100.00	5
43; Number of trans-	4	107	84.92	126	33	80.49	41	0	.00	0
ferred students - 6)	5	116	76.82	151	41	73.21	56	3	42.86	7
	6	88	83.02	106	42	79.25	53	3	100.00	3
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		612	86.80	705	422	86.83	486	14	73.68	19

*NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Beecher (25240)	K	0	.00	0						
	1	16	28.57	56						
	2	43	81.13	53						
	3	80	63.49	126						
	4	57	55.88	102						
	5	82	78.10	105						
	6	88	75.21	117						
	7	0	.00	0						
	8	0	.00	0						
Totals:		366	65.47	559						
Benton Harbor (11010)	K	0	.00	0	238	90.84	262			
(Number of students	1	1	100.00	1	321	89.66	358			
absent more than 30	2	218	95.20	229	0	.00	0			
days due to ill-	3	260	89.97	289	0	.00	0			
ness - 39; Number of	4	231	80.21	286	0	.00	0			
replacement stu-	5	251	80.71	311	0	.00	0			
dents - 1; Number of	6	243	78.64	309	0	.00	0			
transferred stu-	7	0	.00	0	0	.00	0			
dents - 8)	8	0	.00	0	0	.00	0			
Totals:		1204	84.37	1425	559	90.12	620			

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Brimley (17140)	K	2	100.00	2	0	.00	1	0	.00	0
(Number of students	1	1	20.00	5	2	25.00	8	0	.00	0
absent more than 30	2	0	.00	1	7	70.00	10	0	.00	1
days due to	3	1	7.69	13	5	50.00	10	2	100.00	2
illness - 1	4	3	17.65	17	3	27.27	11	2	100.00	2
	5	5	33.33	15	1	100.00	1	0	.00	0
	6	2	66.67	3	3	75.00	4	2	100.00	2
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		14	25.00	56	21	46.66	45	6	85.71	7
Cassopolis (14010)	K	0	.00	23						
	1	35	100.00	35						
	2	19	95.00	20						
	3	25	83.33	30						
	4	32	84.21	38						
	5	38	92.68	41						
	6	39	86.67	45						
	7	0	.00	0						
	8	0	.00	0						
Totals:		188	81.03	232						

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Hamtramck (82060)	K	41	93.18	44						
	1	38	97.44	39						
	2	29	67.44	43						
	3	25	62.50	40						
	4	39	79.59	49						
	5	62	86.11	72						
	6	36	46.75	77						
Totals:		270*	74.17*	364						
* Data has been updated since Report Number 1										
Centreville (75030)	K	9	75.00	12	0	.00	0	0	.00	0
(Number of replacement students - 1)	1	19	90.48	21	0	.00	0	0	.00	0
	2	4	57.14	7	14	63.64	22	0	.00	0
	3	5	71.43	7	11	64.71	17	1	100.00	1
	4	7	53.85	13	7	36.84	19	0	.00	0
	5	0	.00	0	2	40.00	5	0	.00	0
	6	0	.00	1	0	.00	0	0	.00	0
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		44	72.13	61	34	53.96	63	1	100.00	1

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Covert (80040)	K	0	.00	0	8	100.00	8	0	.00	0
(Number of trans-	1	6	75.00	8	0	.00	0	0	.00	0
ferred students - 1)	2	0	.00	0	0	.00	0	17	41.46	41
	3	0	.00	0	0	.00	0	22	53.66	41
	4	0	.00	0	0	.00	0	24	63.16	38
	5	7	50.00	14	0	.00	0	0	.00	0
	6	3	30.00	10	0	.00	0	1	100.00	1
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		16	50.00	32	8	100.00	8	64	52.89	121
Deerfield (46070)	K	1	100.00	1	0	.00	0	0	.00	0
	1	3	37.50	7	0	.00	1	0	.00	0
	2	9	78.58	12	1	100.00	1	1	100.00	1
	3	7	100.00	7	0	.00	0	0	.00	0
	4	2	66.67	3	0	.00	0	0	.00	0
	5	9	90.90	10	0	.00	0	1	100.00	1
	6	2	33.33	6	1	33.33	3	0	.00	0
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		33	71.73	46	2	40.00	5	2	100.00	2

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Detroit (82010)	K	0	.00	0	4087	70.62	5787			
	1	1760	55.70	3160	1384	49.78	2780			
	2	3028	82.44	3673	2900	79.69	3639			
	3	1947	66.02	2949	1770	63.62	2782			
	4	2338	65.73	3557	2232	69.02	3234			
	5	2413	63.99	3771	2226	65.09	3420			
	6	2161	62.24	3472	2018	63.04	3201			
	7	0	.00	0	0	.00	0			
	8	0	.00	0	0	.00	0			
Totals:		13647	66.30	20582	16617	66.88	24843			
Dowagiac (14020)	K	54	100.00	54				3	100.00	3
	1	64	98.46	65				0	.00	0
	2	46	82.14	56				0	.00	0
	3	42	80.77	52				0	.00	0
	4	32	50.00	64				0	.00	0
	5	6	25.00	24				0	.00	0
	6	21	32.31	65				0	.00	0
	7	0	.00	0				0	.00	0
	8	0	.00	0				0	.00	0
Totals:		265	69.73	380				3	100.00	3

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Ecorse (82250)	K	10	50.00	20						
	1	42	93.33	45						
	2	89	88.12	101						
	3	53	82.81	64						
	4	56	57.73	97						
	5	77	54.61	141						
	6	81	54.73	148						
	7	0	.00	0						
	8	0	.00	0						
Totals:		408	66.23	616						
Farwell (18020)	K	21	95.45	22	0	.00	0	0	.00	0
	1	3	100.00	3	9	100.00	9	0	.00	9
	2	9	90.00	10	5	83.33	6	3	60.00	5
	3	7	100.00	7	11	91.67	12	5	100.00	5
	4	3	27.27	11	2	40.00	5	3	60.00	5
	5	6	46.15	13	10	62.50	16	2	33.33	6
	6	7	63.64	11	1	50.00	2	0	.00	0
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		56	72.72	77	38	76.00	50	13	43.33	30

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Ferndale (63020)	K	0	.00	0	0	.00	93			
	1	0	.00	0	0	.00	0			
	2	0	.00	0	0	.00	0			
	3	0	.00	50	0	.00	1			
	4	0	.00	28	1	100.00	1			
	5	0	.00	40	0	.00	6			
	6	0	.00	0	0	.00	0			
	7	0	.00	0	0	.00	0			
	8	0	.00	0	0	.00	0			
Totals:		0	.00	118	1	.99	101			
Flint (25010)	K	520	81.12	641	0	.00	0	0	.00	0
	1	479	75.08	638	0	.00	0	0	.00	0
	2	476	84.70	562	411	91.95	447	12	63.16	19
	3	206	76.87	268	132	72.93	181	6	66.67	9
	4	436	65.76	663	139	57.92	240	12	48.00	25
	5	451	60.62	744	97	64.67	150	11	73.33	15
	6	546	69.03	791	102	71.33	143	6	85.71	7
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		3114	72.30	4307	881	75.88	1161	47	62.66	75

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER (N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Gobles (80110)	K	6	100.00	6						
	1	2	7.14	28						
	2	6	60.00	10						
	3	10	90.91	11						
	4	12	63.16	19						
	5	12	70.59	17						
	6	10	83.33	12						
	7	0	.00	0						
	8	0	.00	0						
Totals:		58	56.31	103						
Grand Rapids (41010)	K	376	80.86	465	0	.00	0	0	.00	0
	1	385	74.90	514	0	.00	0	0	.00	0
	2	394	73.92	533	0	.00	0	0	.00	0
	3	239	60.66	394	0	.00	0	0	.00	0
	4	493	74.36	663	0	.00	0	0	.00	0
	5	344	65.40	526	0	.00	0	0	.00	0
	6	226	50.90	444	0	.00	0	0	.00	0
	7	53	80.30	66	7	58.33	12	15	75.00	20
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		2510	69.62	3605	7	58.33	12	15	75.00	20

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Hanover-Horton(38100)	K	14	93.33	15	0	.00	0			
	1	6	54.55	11	4	80.00	5			
	2	5	45.45	11	9	60.00	15			
	3	8	100.00	8	13	100.00	13			
	4	20	76.92	26	6	60.00	10			
	5	4	50.00	8	6	46.15	13			
	6	1	25.00	4	4	57.14	7			
	7	0	.00	0	0	.00	0			
	8	0	.00	0	0	.00	0			
Totals:		58	69.87	83	42	66.66	63			
Highland Pk.(82070)	K	0	.00	0	127	85.81	148	22	64.71	34
	1	0	.00	0	199	95.67	208	13	43.33	30
	2	0	.00	0	237	82.29	288	4	100.00	4
	3	0	.00	0	237	83.75	283	4	100.00	4
	4	0	.00	0	116	85.93	135	2	100.00	2
	5	0	.00	0	129	79.14	163	0	.00	0
	6	32	94.12	34	193	85.40	226	56	90.32	62
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		32	94.12	34	1238	85.32	1451	101	74.26	136

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER (N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Holton (61120)	K	4	100.00	4						
	1	13	76.47	17						
	2	6	66.67	9						
	3	13	65.00	20						
	4	11	50.00	22						
	5	4	25.00	16						
	6	5	29.41	17						
	7	0	.00	0						
	8	0	.00	0						
Totals:		56	53.33	105						
Huron (82340)	K	21	95.45	22	0	.00	0	0	.00	0
(Number of students	1	30	85.71	35	6	100.00	6	0	.00	0
absent more than 30	2	7	70.00	10	21	77.78	27	2	33.33	6
days due to	3	3	75.00	4	39	88.64	44	2	66.67	3
illness - 28)	4	18	69.23	26	7	87.50	8	4	100.00	4
	5	15	78.95	19	7	70.00	10	1	100.00	1
	6	9	50.00	18	12	66.67	18	5	62.50	8
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		103	76.86	134	92	81.41	113	14	63.63	22

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NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Inkster (82080)	K	0	.00	87	0	.00	0			
	1	0	.00	0	117	97.50	120			
	2	94	61.44	153	0	.00	0			
	3	95	84.82	112	0	.00	0			
	4	91	56.17	162	0	.00	0			
	5	112	74.17	151	0	.00	0			
	6	83	59.29	140	0	.00	0			
	7	0	.00	0	0	.00	0			
	8	0	.00	0	0	.00	0			
Totals:		475	59.00	805	117	97.50	120			
Jackson (38170)	K	0	.00	0	225	90.00	250			
	1	0	.00	254	0	.00	0			
	2	167	67.89	246	0	.00	0			
	3	172	66.67	258	0	.00	0			
	4	127	54.74	232	0	.00	0			
	5	121	56.81	213	0	.00	0			
	6	107	52.97	202	0	.00	0			
	7	0	.00	0	0	.00	0			
	8	0	.00	0	0	.00	0			
Totals:		694	49.39	1405	225	90.00	250			

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Jefferson (58080)	K	26	89.66	29	0	.00	0	0	.00	0
(Number of students	1	29	100.00	29	0	.00	0	0	.00	0
absent more than	2	18	35.29	51	1	100.00	1	0	.00	0
30 days due to	3	16	61.54	26	12	60.00	20	0	.00	2
illness - 1)	4	19	76.00	25	14	46.67	30	2	50.00	4
	5	21	87.50	24	15	71.43	21	3	75.00	4
	6	36	76.60	47	3	100.00	3	1	50.00	2
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		165	71.42	231	45	60.00	75	6	50.00	12
Kalamazoo (39010)	K	162	88.04	184	53	88.33	60	0	.00	0
(Number of replace-	1	56	91.80	61	132	85.16	155	16	94.12	17
ment students - 4)	2	16	50.00	32	92	56.79	162	33	70.21	47
	3	37	77.08	48	98	57.65	170	44	89.80	49
	4	33	84.62	39	169	70.71	239	72	90.00	80
	5	8	50.00	16	90	64.75	139	50	83.33	60
	6	13	56.52	23	92	60.53	152	54	87.10	62
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		325	80.64	403	726	67.40	1077	269	85.39	315

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Kelloggsville(41140)	K	35	72.92	48						
	1	24	68.57	35						
	2	19	52.78	36						
	3	49	73.13	67						
	4	36	70.59	51						
	5	31	73.81	42						
	6	25	67.57	37						
	7	0	.00	0						
	8	0	.00	0						
Totals:		219	69.30	316						
Lakeville (25280)	K	37	97.37	38				0	.00	0
	1	42	100.00	42				0	.00	0
	2	53	86.89	61				0	.00	0
	3	15	57.69	26				0	.00	0
	4	31	88.57	35				0	.00	0
	5	64	88.89	72				0	.00	0
	6	0	.00	0				42	95.45	44
	7	0	.00	0				0	.00	0
	8	0	.00	0				0	.00	0
Totals:		242	88.32	274				42	95.45	44

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Lansing (33020)	K	0	.00	0	0	.00	0	0	.00	0
(Number of students	1	332	88.77	374	6	37.50	16	3	60.00	5
absent more than	2	214	81.99	261	330	66.53	496	23	82.14	28
30 days due to	3	168	67.47	249	236	73.07	323	34	79.07	43
illness - 48;	4	165	83.71	186	261	78.38	333	39	90.70	43
Number of trans-	5	174	79.82	218	106	75.18	141	72	72.73	99
ferred students - 9)	6	118	65.92	179	133	68.91	193	51	73.91	69
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		1171	79.82	1467	1072	71.37	1502	222	77.35	287
Linc. Cons. (81070)	K	35	83.33	42	0	.00	0	0	.00	0
	1	30	100.00	30	1	33.33	3	2	66.67	3
	2	17	43.59	39	4	44.44	9	7	70.00	10
	3	17	48.57	35	2	25.00	8	3	33.33	9
	4	31	91.18	34	12	80.00	15	1	100.00	1
	5	20	58.82	34	5	71.43	7	1	50.00	2
	6	17	47.22	36	2	40.00	5	3	50.00	6
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		167	66.80	250	26	55.31	47	17	54.83	31

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Manton (83060)	K	0	.00	0	3	25.00	12			
	1	0	.00	0	15	50.00	30			
	2	0	.00	0	14	87.50	16			
	3	0	.00	0	13	81.25	16			
	4	7	77.78	9	0	.00	0			
	5	1	25.00	4	0	.00	0			
	6	10	76.92	13	0	.00	0			
	7	0	.00	0	0	.00	0			
	8	0	.00	0	0	.00	0			
Totals:		18	69.23	26	45	60.81	74			
Maple Valley (23065)	K	25	100.00	25						
	1	21	100.00	21						
	2	15	57.69	26						
	3	40	90.90	44						
	4	27	87.09	31						
	5	15	53.57	28						
	6	21	63.63	33						
	7	0	.00	0						
	8	0	.00	0						
Totals:		164	73.84	208						

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Marlette (76140)	K	16	94.12	17						
(Number of trans-	1	26	92.86	28						
ferred students - 4)	2	30	85.71	35						
	3	26	83.87	31						
	4	32	96.97	33						
	5	20	68.97	29						
	6	22	75.86	29						
	7	0	.00	0						
	8	0	.00	0						
Totals:		172	84.14	202						
Morrice (78060)	K	0	.00	0	17	100.00	17	0	.00	0
(Number of students	1	0	.00	0	6	75.00	8	0	.00	0
absent more than	2	0	.00	0	7	63.64	11	0	.00	1
30 days due to	3	4	57.14	7	2	100.00	2	4	100.00	4
illness - 3)	4	4	50.00	8	2	100.00	2	4	100.00	4
	5	2	66.67	3	4	50.00	8	8	88.89	9
	6	0	.00	3	6	75.00	8	4	100.00	4
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		10	47.61	21	44	78.57	56	20	90.90	22

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Muskegon (61010)	K	148	80.87	183				0	.00	0
	1	166	92.74	179				0	.00	0
	2	129	90.21	143				0	.00	0
	3	115	75.16	153				0	.00	0
	4	138	80.23	172				0	.00	0
	5	129	82.17	157				0	.00	0
	6	101	80.16	126				0	.00	0
	7	0	.00	0				0	.00	0
	8	0	.00	0				1	100.00	1
Totals:		926	83.19	1113				1	100.00	1

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Muskegon Hts.(61020)	K	0	.00	0	22	100.00	22			
(Number of students	1	2	100.00	2	62	100.00	62			
absent more than 30	2	23	71.88	32	95	59.38	160			
days due to	3	20	86.96	23	71	65.14	109			
illness - 56)	4	13	86.67	15	76	60.32	126			
	5	22	84.62	26	105	75.54	139			
	6	14	87.50	16	72	61.54	117			
	7	0	.00	0	0	.00	0			
	8	0	.00	0	0	.00	0			
Totals:		94	82.45	114	503	68.43	735			
New Haven (50170)	K	13	86.67	15						
	1	20	68.97	29						
	2	19	82.61	23						
	3	11	45.83	24						
	4	5	21.74	23						
	5	17	65.38	26						
	6	26	81.25	32						
	7	0	.00	0						
	8	0	.00	0						
Totals:		111	64.53	172						

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Perry (78080)	K	0	.00	0	1	50.00	2			
(Number of trans-	1	14	37.84	37	0	.00	0			
ferred students - 4;	2	26	56.52	46	0	.00	0			
Number of replace-	3	23	57.50	40	0	.00	0			
ment students - 1)	4	19	47.50	40	0	.00	0			
	5	7	38.89	18	0	.00	0			
	6	0	.00	0	26	100.00	26			
	7	0	.00	0	0	.00	0			
	8	0	.00	0	0	.00	0			
Totals:		89	49.17	181	27	96.42	28			
Pontiac (63030)	K	0	.00	0	0	.00	0	0	.00	0
	1	267	94.68	282	55	76.39	72	0	.00	0
	2	214	56.02	382	24	32.00	75	0	.00	0
	3	132	42.72	309	27	34.62	78	0	.00	0
	4	174	65.91	264	89	62.68	142	8	47.06	17
	5	126	56.00	225	50	64.94	77	21	61.76	34
	6	143	68.10	210	75	67.57	111	10	58.82	17
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		1056	63.15	1672	320	57.65	555	39	57.35	68

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Potterville(23090)	K	7	53.85	13						
	1	2	28.57	7						
	2	23	85.19	27						
	3	9	69.23	13						
	4	9	32.14	28						
	5	8	50.00	16						
	6	0	.00	0						
	7	0	.00	0						
	8	0	.00	0						
Totals:		58	55.76	104						
River Rouge(82120)	K	12	85.71	14						
	1	45	59.21	76						
	2	56	91.80	61						
	3	88	86.27	102						
	4	24	72.73	33						
	5	25	89.29	28						
	6	49	73.13	67						
	7	0	.00	0						
	8	0	.00	0						
Totals:		299	78.47	381						

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Saginaw (73010)	K	0	.00	0	484	94.53	512			
(Number of students	1	0	.00	0	469	96.11	488			
absent more than 30	2	0	.00	0	128	24.66	519			
days due to ill-	3	36	36.36	99	33	42.86	77			
ness - 4; Number of	4	33	24.81	133	36	40.00	90			
students trans-	5	69	24.73	279	47	28.83	163			
ferred - 105;	6	89	31.90	279	42	30.88	136			
Number of replacement	7	0	.00	0	0	.00	0			
students - 1)	8	0	.00	0	0	.00	0			
Totals:		227	28.73	790	1239	62.41	1985			
Springport (38150)	K	0	.00	0	0	.00	0	0	.00	0
	1	1	100.00	1	4	100.00	4	5	83.33	6
	2	1	50.00	2	2	28.57	7	4	80.00	5
	3	4	57.14	7	12	92.31	13	2	40.00	5
	4	4	80.00	5	5	62.50	8	15	100.00	15
	5	13	86.67	15	0	.00	0	0	.00	0
	6	18	94.74	19	0	.00	0	0	.00	0
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		41	83.67	49	23	71.87	32	26	83.87	31

NUMBER (n) AND PERCENT (%) OF SECTION 1 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER (N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Ubly (32170)	K	0	.00	0	12	85.71	14			
	1	25	100.00	25	0	.00	0			
	2	34	94.44	36	0	.00	0			
	3	24	96.00	25	0	.00	0			
	4	4	80.00	5	0	.00	0			
	5	3	60.00	5	0	.00	0			
	6	1	33.33	3	0	.00	0			
	7	0	.00	0	0	.00	0			
	8	0	.00	0	0	.00	0			
Totals:		91	91.91	99	12	85.71	14			
Van Buren (82430)	K	0	.00	0	32	88.89	36	0	.00	0
(Number of students	1	33	100.00	33	67	93.06	72	0	.00	9
absent more than	2	56	100.00	56	70	100.00	70	0	.00	9
30 days due to	3	43	79.63	54	57	89.06	64	9	75.00	12
illness - 19,	4	70	89.74	78	42	87.50	48	16	88.89	18
Number of replace-	5	64	95.52	67	25	78.13	32	19	90.48	21
ment students - 3)	6	58	95.08	61	27	87.10	31	18	94.74	19
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		324	92.83	349	320	90.65	353	62	70.45	88

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Wayne-Westland (82160)	K	419	96.10	436						
	1	442	86.16	513						
	2	198	53.95	367						
	3	195	53.72	363						
	4	127	61.65	206						
	5	221	59.41	372						
	6	125	58.41	214						
	7	0	.00	0						
	8	0	.00	0						
Totals:		1727	69.89	2471						
Willow Run (81150)	K	84	88.42	95	0	.00	0	0	.00	0
	1	40	93.02	43	0	.00	0	0	.00	0
	2	73	51.41	142	0	.00	2	0	.00	0
	3	69	79.31	87	0	.00	0	0	.00	0
	4	101	87.07	116	1	100.00	1	0	.00	0
	5	49	67.12	73	0	.00	0	0	.00	0
	6	55	75.34	73	0	.00	0	1	100.00	1
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		471	74.88	629	1	33.33	3	1	100.00	1

NUMBER (n) AND PERCENT OF SECTION 3 STUDENTS ACHIEVING A MINIMUM OF 75% ACCOMPLISHMENT, AND NUMBER(N) OF MATCHED PRE- AND POSTTEST SCORES, AS MEASURED BY STANDARDIZED ACHIEVEMENT TESTS, BY GRADE LEVEL, BY DISTRICT

CODE NUMBER AND NAME OF SCHOOL DISTRICT	GRADE LEVEL	READING AND ARITHMETIC			READING ONLY			ARITHMETIC ONLY		
		n	%	N	n	%	N	n	%	N
Woodhaven (82365)	K	13	100.00	13	21	100.00	21	17	100.00	17
(Number of trans-	1	11	29.73	37	0	.00	2	0	.00	0
ferred students - 3)	2	4	36.36	11	18	75.00	24	0	.00	0
	3	11	78.57	14	16	88.89	18	4	100.00	4
	4	27	79.41	34	17	85.00	20	7	100.00	7
	5	16	94.12	17	6	100.00	6	0	.00	0
	6	14	87.50	16	4	100.00	4	8	88.89	9
	7	0	.00	0	0	.00	0	0	.00	0
	8	0	.00	0	0	.00	0	0	.00	0
Totals:		96	67.60	142	82	86.31	95	36	97.29	37
Ypsilanti (81020)	K	0	.00	0	28	100.00	28	0	.00	0
(Number of students	1	0	.00	0	68	98.55	69	0	.00	0
absent more than	2	7	87.50	8	109	85.16	128	0	.00	0
30 days due to	3	22	95.65	23	105	72.41	145	5	100.00	5
illness - 7; Number	4	34	100.00	34	120	86.33	139	6	100.00	6
of transferred	5	20	100.00	20	72	76.60	94	0	.00	0
students - 1; Number	6	2	100.00	2	84	74.34	113	1	100.00	1
of replacement	7	0	.00	0	0	.00	0	0	.00	0
students - 1)	8	0	.00	0	0	.00	0	0	.00	0
Totals:		85	97.70	87	586	81.84	716	12	100.00	12

APPENDIX D

Summary of Student Achievement

Pages 108 Through 115

SUMMARY OF STUDENT ACHIEVEMENT

SCHOOL DISTRICT	Alba 05010		Albion 13010		Arenac 06010		Armada 50050		Athens 13050	
NUMBER OF SECTION 3 PUPILS	36		412		80		151		142	
	N	%	N	%	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	17	47.2	280	67.0	57	71.2	111	73.5	102	62.6
PUPILS ACHIEVING 1% - 74.99%	9	25.0	57	13.o	9	11.3	25	16.5	18	11.1
PUPILS ACHIEVING 0% - BELOW	5	13.9	42	10.1	12	15.0	15	10.0	16	9.8
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	0	0.0	0	0.0	0	0.0	0	0.0	11	6.7
MISSING DATA	5	13.9	39	9.3	2	2.5	0	0.0	16	9.8
TOTAL	36	100.0	418 *	100.0	80	100.0	151	100.0	163 *	100.0

SCHOOL DISTRICT	Baldwin 43040		Bangor 80020		Battle Creek 13020		Beecher 25240		Bellevue 23010	
NUMBER OF SECTION 3 PUPILS	232		261		1348		895		169	
	N	%	N	%	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	173	72.7	153	53.3	1051	73.2	366	43.7	78	40.0
PUPILS ACHIEVING 1% - 74.99%	36	15.1	79	27.5	98	6.8	94	11.2	22	11.3
PUPILS ACHIEVING 0% - BELOW	20	8.4	26	9.1	71	5.0	100	12.0	17	8.7
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	0	0.0	26	9.1	49	3.4	0	0.0	0	0.0
MISSING DATA	9	3.8	3	1.0	167	11.6	277	33.1	78	40.0
TOTAL	238 *	100.0	287 *	100.0	1436 *	100.0	837 *	100.0	195 *	100.0

* Discrepancies are due to duplicates or missing records.

SUMMARY OF STUDENT ACHIEVEMENT

SCHOOL DISTRICT	Benton Harbor 11010		Brandon 63180		Brimley 17140		Buena Vista 73080		Cassopolis 14010	
NUMBER OF SECTION 3 PUPILS	2255		204		114		516		238	
	N	%	N	%	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	1763	76.6	119	56.1	41	35.7	294	56.5	188	78.3
PUPILS ACHIEVING 1% - 74.99%	203	8.8	41	19.1	42	36.5	83	16.0	33	13.8
PUPILS ACHIEVING 0% - BELOW	286	12.4	28	13.2	25	21.7	35	6.7	11	4.6
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	47	2.1	5	2.4	1	0.9	3	0.6	0	0.0
MISSING DATA	3	0.1	19	9.0	6	5.2	105	20.2	8	3.3
TOTAL	2302 *	100.0	212 *	100.0	115 *	100.0	520 *	100.0	240 *	100.0

SCHOOL DISTRICT	Centreville 75030		Covert 80040		Deerfield 46070		Dowagiac 14020		Ecorse 82250	
NUMBER OF SECTION 3 PUPILS	128		176		55		460		623	
	N	%	N	%	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	79	61.7	88	50.0	37	67.3	268	55.9	408	65.4
PUPILS ACHIEVING 1% - 74.99%	39	30.5	59	33.5	16	29.1	64	13.4	138	22.2
PUPILS ACHIEVING 0% - BELOW	8	6.3	24	13.7	0	0.0	72	15.0	72	11.6
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	0	0.0	1	0.6	2	3.6	0	0.0	0	0.0
MISSING DATA	2	1.5	4	2.2	0	0.0	75	15.7	5	0.8
TOTAL	128	100.0	176	100.0	55	100.0	479 *	100.0	623	100.0

* Discrepancies are due to duplicates or missing records.

SUMMARY OF STUDENT ACHIEVEMENT

SCHOOL DISTRICT	Farwell 18020		Ferndale 63020		Flint 25010		Gobles 80110		Grand Rapids 41010	
NUMBER OF SECTION 3 PUPILS	175		544		6012		111		5368	
	N	%	N	%	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	108	61.7	1	0.2	4042	69.2	52	46.9	2532	46.8
PUPILS ACHIEVING 1% - 74.99%	17	9.8	398	72.8	877	15.0	13	11.7	744	13.7
PUPILS ACHIEVING 0% - BELOW	39	22.3	144	26.3	625	10.7	30	27.0	1867	34.5
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
MISSING DATA	11	6.2	4	0.7	295	5.1	16	14.4	271	5.0
TOTAL	175	100.0	547 *	100.0	5839 *	100.0	111	100.0	5414 *	100.0

SCHOOL DISTRICT	Hamtramck 82060		Hanover-Horton 38100		Hemlock 73210		Highland Park 82070		Holton 61120	
NUMBER OF SECTION 3 PUPILS	82060		38100		73210		82070		116	
	N	%	N	%	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	270	58.1	100	46.5	155	91.2	1371	73.8	57	41.6
PUPILS ACHIEVING 1% - 74.99%	74	15.9	27	12.6	7	4.1	220	11.8	31	22.6
PUPILS ACHIEVING 0% - BELOW	55	11.8	23	10.7	1	0.6	244	13.1	24	17.6
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
MISSING DATA	66	14.2	65	30.2	7	4.1	24	1.3	25	18.2
TOTAL	465 *	100.0	215 *	100.0	170 *	100.0	1859 *	100.0	137 *	100.0

* Discrepancies are due to duplicates or missing records.

SUMMARY OF STUDENT ACHIEVEMENT

SCHOOL DISTRICT	Huron 82340		Inkster 82080		Jackson 38170		Jefferson 58080		Kalamazoo 39010	
NUMBER OF SECTION 3 PUPILS	310		1007		1839		347		1928	
	N	%	N	%	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	213	61.6	592	58.8	919	47.4	216	62.1	1320	65.4
PUPILS ACHIEVING 1% - 74.99%	39	11.3	147	14.6	465	24.0	82	23.6	343	17.0
PUPILS ACHIEVING 0% - BELOW	23	6.6	189	18.8	406	20.9	44	12.6	251	12.4
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	29	8.4	0	0.0	11	0.5	1	0.3	0	0.0
MISSING DATA	42	12.1	79	7.8	138	7.2	5	1.4	104	5.2
TOTAL	346 *	100.0	1007	100.0	1939 *	100.0	348 *	100.0	2018 *	100.0

SCHOOL DISTRICT	Kalkaska 40040		Kelloggsville 41140		Lakeville 25280		Lansing 33020		Lawrence 80130	
NUMBER OF SECTION 3 PUPILS	129		340		327		3895		94	
	N	%	N	%	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	77	57.5	219	64.4	284	76.3	2465	61.7	62	66.0
PUPILS ACHIEVING 1% - 74.99%	32	23.8	73	21.5	32	8.6	607	15.2	5	5.3
PUPILS ACHIEVING 0% - BELOW	9	6.7	25	7.4	30	8.1	225	5.6	13	13.8
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
MISSING DATA	16	12.0	23	6.7	26	7.0	642	16.1	14	14.9
TOTAL	134 *	100.0	340	100.0	372 *	100.0	3996 *	100.0	94	100.0

* Discrepancies are due to duplicates or missing records.

SUMMARY OF STUDENT ACHIEVEMENT

SCHOOL DISTRICT	Lincoln Consol. 81070		Manton 83060		Maple Valley 23065		Marlette 76140		Morrice 78060	
NUMBER OF SECTION 3 PUPILS	351		106		220		249		104	
	N	%	N	%	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	210	57.4	63	59.4	164	74.5	167	72.0	74	68.5
PUPILS ACHIEVING 1% - 74.99%	90	24.6	23	21.7	39	17.7	20	8.6	8	7.4
PUPILS ACHIEVING 0% - BELOW	50	13.6	16	15.1	5	2.3	19	8.2	10	9.3
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	0	0.0	0	0.0	12	5.5	4	1.7	3	2.8
MISSING DATA	16	4.4	4	3.8	0	0.0	22	9.5	13	12.0
TOTAL	366 *	100.0	106	100.0	220	100.0	232 *	100.0	108 *	100.0

SCHOOL DISTRICT	Mt. Clemens 50160		Muskegon 61010		Muskegon Hts. 61020		New Haven 50170		Perry 78080	
NUMBER OF SECTION 3 PUPILS	671		1194		890		191		229	
	N	%	N	%	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	361	53.2	929	77.7	597	59.9	111	58.1	119	51.1
PUPILS ACHIEVING 1% - 74.99%	209	30.8	169	14.1	184	18.5	41	21.5	78	33.5
PUPILS ACHIEVING 0% - BELOW	107	15.7	77	6.4	109	10.9	23	12.0	32	13.6
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	0	0.0	0	0.0	56	5.6	0	0.0	4	1.8
MISSING DATA	2	0.3	21	1.8	51	5.1	16	8.4	0	0.0
TOTAL	679 *	100.0	1196 *	100.0	997 *	100.0	191	100.0	233 *	100.0

* Discrepancies are due to duplicates or missing records.

SUMMARY OF STUDENT ACHIEVEMENT

SCHOOL DISTRICT	Pontiac 63030		Potterville 23090		River Rouge 82120		Rock 21130		Romulus 82130	
NUMBER OF SECTION 3 PUPILS	3511		120		475		35		963	
	N	%	N	%	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	1513	42.4	58	53.7	299	77.5	18	47.4	249	23.9
PUPILS ACHIEVING 1% - 74.99%	739	20.7	26	24.1	69	17.9	15	39.4	473	45.4
PUPILS ACHIEVING 0% - BELOW	177	5.0	21	19.4	17	4.4	2	5.3	279	26.8
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	0	0.0	0	0.0	0	0.0	1	2.6	33	3.2
MISSING DATA	1138	31.9	3	2.8	1	0.2	2	5.3	7	0.7
TOTAL	3567 *	100.0	108 *	100.0	386 *	100.0	38 *	100.0	1041 *	100.0

SCHOOL DISTRICT	Saginaw 73010		Springport 38150		Ubly 32170		Union City 13135		Van Buren 82430	
NUMBER OF SECTION 3 PUPILS	3418		134		116		181		840	
	N	%	N	%	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	1467	40.8	92	69.7	103	88.8	125	66.1	724	84.2
PUPILS ACHIEVING 1% - 74.99%	870	24.2	24	18.2	6	5.2	40	21.2	58	6.8
PUPILS ACHIEVING 0% - BELOW	440	12.3	15	11.4	5	4.3	15	7.9	46	5.3
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	108	3.0	0	0.0	0	0.0	7	3.7	21	2.4
MISSING DATA	708	19.7	1	0.7	2	1.7	2	1.1	11	1.3
TOTAL	3593 *	100.0	132 *	100.0	116	100.0	189 *	100.0	860 *	100.0

* Discrepancies are due to duplicates or missing records.

SUMMARY OF STUDENT ACHIEVEMENT

SCHOOL DISTRICT	Waldron 30080		Wayne-Westland 82160		Westwood 82240		Willow Run 81150		Woodhaven 82365	
NUMBER OF SECTION 3 PUPILS	92		2686		770		852		290	
	N	%	N	%	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	53	57.6	1727	64.2	547	71.0	469	55.1	215	73.4
PUPILS ACHIEVING 1% - 74.99%	20	21.7	600	22.3	83	10.8	128	15.0	53	18.1
PUPILS ACHIEVING 0% - BELOW	19	20.7	354	13.2	50	6.5	54	6.3	22	7.5
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	0	0.0	1	0.1	0	0.0	0	0.0	3	1.0
MISSING DATA	0	0.0	6	0.2	90	11.7	201	23.6	0	0.0
TOTAL	92	100.0	2688 *	100.0	770	100.0	852	100.0	293 *	100.0

SCHOOL DISTRICT	Ypsilanti 81020		State Total Excluding Detroit		Detroit 82010		State Total			
NUMBER OF SECTION 3 PUPILS	899		53233		59267		112500			
	N	%	N	%	N	%	N	%	N	%
PUPILS ACHIEVING 75% - ABOVE	683	73.9	31865	58.8	30271	64.4	62136	61.4		
PUPILS ACHIEVING 1% - 74.99%	79	8.5	9542	17.6	7732	16.4	17274	17.1		
PUPILS ACHIEVING 0% - BELOW	105	11.4	7221	13.3	7452	15.9	14673	14.5		
PUPILS RECEIVING LESS THAN 150 DAYS OF INSTRUCTION (e.g., illness, transfer, etc.)	8	0.9	504	0.9	0	0.0	504	0.5		
MISSING DATA	49	5.3	5062	9.4	1549	3.3	6611	6.5		
TOTAL	924 *	100.0	54194 *	100.0	47004 *	100.0	101198 *	100.0		

* Discrepancies are due to duplicates or missing records.

APPENDIX E

Comparisons of Means and Standard Deviations
of Pretest and Posttest Scores by Grade Level

Pages 116 Through 127

COMPARISONS OF MEANS AND STANDARD DEVIATIONS OF PRETEST AND POSTTEST SCORES BY GRADE LEVEL

READING AND MATH TEST				READING PORTION					MATH PORTION				
DISTRICT	GRADE LEVEL	TEST ID	NUMBER	MEAN		STD-DV		T-RATIO	MEAN		STD-DV		T-RATIO
				Pre	Post	Pre	Post		Pre	Post	Pre	Post	
Albion													
(13010)	4	ITBS 5 9	41	2.26	3.03	0.92	0.91	7.70	2.77	3.53	0.83	0.91	5.43
	5	ITBS 5 10	50	3.37	4.30	0.99	0.93	10.33	3.94	4.38	0.81	0.97	4.00
Armada													
(50050)	3	CAT A 2	44	2.55	3.27	0.57	0.73	9.00	2.77	3.72	0.49	0.69	13.57
	4	CAT A 2	47	3.07	3.99	0.61	1.17	6.57	3.50	4.23	0.54	0.71	10.43
Baldwin													
(43040)	3	CAT A 2	34	1.57	2.91	0.66	0.47	13.40	1.97	3.16	0.54	0.54	9.08
	5	CAT ELE W	31	3.27	4.13	0.69	0.86	5.00	3.80	4.99	0.47	0.93	8.00
Bangor													
(80020)	2	SAT-PRI 1 W	38	1.36	1.71	0.20	0.30	8.75	1.54	1.99	0.30	0.42	11.40
	3	SAT-PRI 2 W	40	1.78	2.42	0.29	0.59	7.11	1.80	2.54	0.47	0.59	10.71
	4	SAT-INT 1 Y	40	2.91	3.14	0.36	0.40	3.00	2.87	3.38	0.49	0.70	5.10
Battle Creek													
(13020)	2	CAT A 1	130	1.18	2.43	0.51	0.58	31.25	1.35	2.51	0.54	0.59	20.20
	3	CAT A 2	179	1.70	2.88	0.70	0.95	19.83	2.06	3.38	0.98	0.80	12.63
	4	CAT A 2	116	2.06	3.95	0.93	6.96	2.89	2.54	3.63	0.68	0.80	13.33
	5	CAT A 3	137	2.80	3.97	0.84	1.45	9.82	3.20	4.16	0.76	0.94	14.00
	6	CAT A 3	94	3.32	4.26	1.01	1.17	6.27	3.99	4.98	0.91	1.12	6.88
Beecher													
(25240)	2	MAT-PRI 2 B	39	1.53	2.15	0.25	0.40	8.86	1.39	2.39	0.32	0.71	9.00
Benton Harbor													
(11010)	2	CAT A 1	224	0.78	1.89	0.34	0.63	27.25	0.83	2.01	0.32	0.60	29.50
	3	CAT A 2	286	1.41	2.49	0.61	0.92	21.40	1.35	2.73	0.58	0.68	34.25
	4	CAT B 2	277	2.01	2.86	0.67	0.93	16.60	2.17	3.29	0.76	0.74	27.50
	5	CAT A 3	306	2.60	3.79	0.81	2.56	8.36	2.95	4.04	0.74	1.09	21.80
	6	CAT B 3	305	3.09	4.09	0.94	1.34	14.	3.50	4.59	0.81	1.19	21.40
Brandon													
(63180)	3	MAT ELE A	40	2.52	3.18	0.33	0.50	8.25	2.65	3.80	0.46	0.51	12.78
	4	MAT ELE A	51	2.67	3.41	0.60	0.76	8.33	3.50	4.12	0.53	0.82	7.63

COMPARISONS OF MEANS AND STANDARD DEVIATIONS OF PRETEST AND POSTTEST SCORES BY GRADE LEVEL

READING AND MATH TEST				READING PORTION					MATH PORTION				
DISTRICT	GRADE LEVEL	TEST ID	NUMBER	MEAN		STD-DV		T-RATIO	MEAN		STD-DV		T-RATIO
				Pre	Post	Pre	Post		Pre	Post	Pre	Post	
Buena Vista (73080)	2	SAT-PRI 1 W	32	1.65	2.68	0.22	0.48	14.71	1.75	2.41	0.24	0.45	9.29
	3	SAT-PRI 2 W	41	2.15	2.82	0.50	0.68	9.57	2.18	3.31	0.58	0.89	10.17
	4	ITBS 3	43	3.02	3.74	0.72	0.99	5.42	3.33	3.81	0.64	0.75	3.69
	5	ITBS 3	116	3.63	4.54	0.66	0.93	13.00	3.84	4.67	0.52	0.69	13.17
	6	ITBS 3	66	4.52	5.00	0.86	1.13	4.90	4.59	5.11	0.72	0.96	4.33
Cassopolis (14010)	3	CAT A 2	30	1.79	2.46	0.66	0.62	6.70	1.63	2.72	0.57	0.63	8.39
	4	CAT A 3	38	2.22	3.05	0.66	0.89	6.83	2.34	3.36	0.56	0.54	11.44
	5	CAT A 3	41	3.36	5.24	0.87	1.33	9.90	3.47	4.81	0.79	1.19	10.31
	6	CAT A 3	45	4.05	4.77	0.93	1.14	6.55	4.21	5.59	0.89	1.20	13.73
Detroit (82010)	1	SAT-PRI 1 X	3160	1.30	1.71	0.77	1.48	13.33	1.16	1.74	0.34	1.49	29.00
	2	SAT-PRI 1 X	3673	1.59	2.40	1.82	3.52	16.20	1.61	2.44	1.85	3.76	13.83
	3	ITBS 5 9	2949	2.20	3.01	2.84	3.44	11.57	2.30	2.99	2.06	2.80	13.80
	4	ITBS 5 10	3557	2.82	3.70	4.02	5.17	9.78	3.08	3.76	2.97	3.96	9.86
	5	ITBS 5 11	3771	3.52	4.27	7.60	9.30	5.00	3.90	4.59	5.79	7.93	5.31
	6	ITBS 5 12	3472	4.35	5.14	17.26	19.83	2.19	4.64	5.34	12.49	16.53	2.38
Dowagiac (14020)	2	SRA C L2	55	1.18	1.90	0.25	0.73	8.75	1.24	2.18	0.27	0.45	15.33
	3	SRA C L3	51	1.75	2.58	0.52	0.95	7.27	1.83	2.89	0.33	0.50	15.14
	4	SRA C L4	63	2.59	2.99	0.71	0.80	4.50	2.78	3.43	0.43	0.77	8.13
	6	SRA C L6	65	4.11	4.04	0.80	1.28	-0.54	4.20	4.74	0.54	1.05	4.91
Ecorse (82250)	3	SAT-PRI 2 W	64	1.98	2.65	0.22	0.62	9.71	2.05	3.27	0.31	0.96	11.09
	4	SAT-PRI 2 W	97	2.39	2.91	0.43	0.61	13.00	2.86	3.50	0.37	0.74	9.14
	5	SAT-INT 1 W	141	3.25	3.68	0.43	0.69	7.33	3.42	4.03	0.48	0.87	8.43
	6	SAT-INT 2 W	143	4.02	4.55	0.67	0.91	8.83	4.18	4.71	0.54	0.94	8.83

COMPARISONS OF MEANS AND STANDARD DEVIATIONS OF PRETEST AND POSTTEST SCORES BY GRADE LEVEL

READING AND MATH TEST				READING PORTION					MATH PORTION				
DISTRICT	GRADE LEVEL	TEST ID	NUMBER	MEAN		STD-DV		T-RATIO	MEAN		STD-DV		T-RATIO
				Pre	Post	Pre	Post		Pre	Post	Pre	Post	
Flint (25010)	2	SRA C 1-2	561	1.21	2.11	0.27	0.68	45.50	1.68	2.60	0.46	0.76	30.67
	3	SRA C 2-4	268	1.82	2.47	0.52	0.82	13.00	2.56	3.46	0.63	0.72	18.00
	4	SRA C 2-4	661	2.65	3.29	0.64	0.96	21.33	3.61	4.19	0.46	0.96	14.50
	5	SRA C 4-9	743	3.51	4.15	0.51	1.02	16.00	4.07	4.69	0.71	1.26	12.20
	6	SRA C 4-9	790	3.88	4.71	0.88	1.45	16.40	4.49	5.54	0.91	1.70	17.50
Hamtramck (82060)	2	MAT-PRI 1 F	42	1.65	2.33	0.24	0.33	17.00	1.43	2.55	0.29	0.72	11.20
	3	MAT-PRI 2 F	40	2.02	2.79	0.37	0.76	7.00	2.15	2.74	0.44	0.72	6.56
	4	MAT ELE F	49	2.56	3.36	0.44	0.65	13.33	2.92	3.68	0.59	0.91	10.86
	5	MAT-INT F	72	3.53	4.63	0.63	0.79	13.75	3.84	4.63	0.63	0.67	11.28
	6	MAT-INT F	77	4.01	4.62	0.82	0.99	7.63	4.45	4.86	0.74	0.94	5.13
Highland Park (82070)	6	WRAT 01	34	3.49	5.22	0.83	1.15	10.81	3.66	4.66	0.53	0.81	9.09
Inkster (82080)	2	SAT-PRI 1 W	150	1.30	1.84	0.34	0.50	14.00	1.46	2.04	0.30	0.51	14.50
	3	SAT-PRI 2 W	112	1.87	2.84	0.36	0.95	12.25	2.04	3.39	0.53	0.93	14.67
	4	SAT-INT 1 W	160	2.90	3.41	0.93	0.84	5.33	2.93	3.60	0.68	0.83	9.00
	5	SAT-INT 1 W	150	2.91	3.99	0.59	1.09	12.00	3.10	4.02	0.57	0.96	14.00
	6	SAT-INT 2 W	140	3.49	4.36	0.70	1.18	8.70	3.96	4.48	0.65	0.83	6.00
Jackson (38170)	2	MAT-PRI 1 F	246	1.61	2.10	0.24	0.66	12.25	1.58	2.35	0.38	0.81	20.25
	3	ITBS 3	253	2.22	2.94	0.47	0.86	14.60	2.38	3.13	0.76	0.92	14.00
	4	ITBS 4	232	2.78	3.33	0.59	0.84	9.17	3.30	3.61	0.73	0.90	5.50
	5	ITBS 5	210	3.61	4.16	0.58	0.81	9.17	3.92	4.40	0.78	0.97	6.33
	6	ITBS 6	199	4.33	4.85	0.77	1.05	6.50	4.88	5.30	1.10	1.19	5.22
Jefferson (58080)	2	SAT-PRI 1 W	51	1.46	1.91	0.26	0.27	11.00	1.83	2.03	0.33	0.46	4.00
	6	SAT-INT 2 X	47	4.24	4.89	0.56	0.86	5.42	4.08	4.97	0.46	0.59	8.90

COMPARISONS OF MEANS AND STANDARD DEVIATIONS OF PRETEST AND POSTTEST SCORES BY GRADE LEVEL

READING AND MATH TEST				READING PORTION					MATH PORTION				
DISTRICT	GRADE LEVEL	TEST ID	NUMBER	MEAN		STD-DV		T-RATIO	MEAN		STD-DV		T RATIO
				Pre	Post	Pre	Post		Pre	Post	Pre	Post	
Kelloggsville (41140)	2	SAT-PRI 1 X	36	1.48	1.94	0.22	0.40	7.83	1.56	2.07	0.28	0.49	8.50
	3	SAT-PRI 2 X	65	1.94	2.61	0.29	0.61	10.29	2.22	3.08	0.35	0.68	12.14
	4	SAT-INT 1 Y	51	2.75	3.35	0.37	0.65	6.78	2.85	3.70	0.62	0.74	7.08
	5	SAT-INT 1 Y	42	2.87	3.62	0.56	0.96	6.25	3.09	3.88	0.66	1.05	6.08
	6	SAT-INT 2 Y	37	3.92	4.54	0.59	0.97	3.65	4.29	5.17	0.67	0.95	8.00
Lakeville (25280)	2	SAT-PRI 1 W	58	1.33	2.02	0.15	0.36	13.40	1.43	2.33	0.21	0.38	18.20
	4	CAT W	34	3.03	3.73	0.37	0.59	6.10	3.21	4.42	0.46	0.46	13.33
	5	CAT W	70	3.53	4.57	0.39	0.86	11.00	3.64	5.23	0.30	0.77	17.11
Lansing (33020)	2	SAT-PRI 1 X	250	1.51	2.24	0.25	0.44	24.33	1.57	2.37	0.32	0.46	38.00
	3	SAT-PRI 2 X	232	1.90	2.54	0.27	0.55	16.00	2.12	2.76	0.38	0.52	22.00
	4	SAT-PRI 2 X	179	2.34	3.21	0.47	0.50	21.50	2.53	3.49	0.45	0.52	24.00
	5	SAT-INT 1 X	202	3.07	3.96	0.47	0.91	14.83	3.38	4.34	0.51	0.67	18.80
	6	SAT-INT 2 X	174	3.82	4.50	0.61	0.97	9.71	4.11	4.89	0.55	1.41	7.27
Maple Valley (23065)	3	SAT-PRI 2 W	44	2.00	2.81	0.37	0.47	13.50	4.32	4.80	0.63	0.80	11.55
	6	SAT-INT 2 W	32	4.05	4.84	0.73	0.95	6.08	2.15	3.42	0.40	0.82	4.36
Marlette (76140)	2	SRA C 1-2	33	1.28	2.58	0.32	0.78	8.73	1.70	2.44	0.41	0.41	9.25
	3	SRA C 3-4	31	2.01	3.82	0.78	0.80	10.65	2.14	3.05	0.43	0.57	7.58
	4	SRA C 3-4	33	2.31	3.98	0.76	0.91	12.85	2.61	3.75	0.59	0.55	11.40
Mt. Clemens (50160)	2	SAT-PRI 1 W	84	1.45	1.86	0.30	0.42	10.50	1.60	1.95	0.35	0.47	8.75
	3	SAT-PRI 1 W	102	1.90	2.41	0.40	0.45	12.75	2.01	2.55	0.48	0.49	13.50
	4	SAT-INT 1 W	115	2.88	3.49	0.37	0.61	12.20	2.99	3.39	0.46	0.49	8.00
	5	SAT-INT 1 W	94	2.95	3.65	0.54	0.75	7.78	3.13	3.68	0.48	0.54	11.00
	6	SAT-INT 2 W	103	3.75	4.29	0.64	0.80	7.86	4.05	4.37	0.50	0.81	4.71
Muskegon Hts. (61020)	2	SAT-PRI 1 W	31	1.51	2.00	0.24	0.42	6.13	1.75	2.48	0.40	0.35	12.17

COMPARISONS OF MEANS AND STANDARD DEVIATIONS OF PRETEST AND POSTTEST SCORES BY GRADE LEVEL

READING AND MATH TEST				READING PORTION					MATH PORTION				
DISTRICT	GRADE LEVEL	TEST ID	NUMBER	MEAN		STD-DV		T-RATIO	MEAN		STD-DV		T-RATIO
				Pre	Post	Pre	Post		Pre	Post	Pre	Post	
New Haven (50170)	6	ITBS 5 12	32	4.27	5.27	0.73	0.81	5.88	4.84	5.88	0.91	0.52	5.83
Perry (78080)	2	MAT-PRI 1 G	46	1.76	2.14	0.26	0.60	5.43	1.86	2.59	0.47	0.88	7.30
	3	MAT-PRI 2 G	39	2.40	2.78	0.41	0.58	7.60	2.49	3.15	0.58	0.88	6.60
River Rouge (82120)	2	CAT-PRI A1	61	1.58	2.57	0.48	0.43	19.80	1.92	2.69	0.50	0.58	12.83
	3	CAT-PRI 1 A2	102	1.84	2.94	0.76	1.07	13.75	2.14	3.49	0.76	0.92	16.88
	4	CAT-PRI 1 A2	33	3.06	3.88	0.91	1.17	7.46	3.31	4.25	0.49	0.58	8.55
	6	CAT-PRI 2 A3	67	4.28	5.13	1.18	1.55	8.60	4.69	5.60	0.94	1.04	10.11
Saginaw (73010)	3	ITBS 4 3	99	2.25	2.82	0.56	0.86	6.33	2.52	2.87	0.63	0.80	3.89
	4	ITBS 4 4	133	2.61	3.04	0.57	0.73	6.14	3.07	3.54	0.67	0.75	5.88
	5	ITBS 4 5	279	3.64	3.89	0.73	0.86	4.17	3.85	4.37	0.74	0.87	10.60
	6	ITBS 4 6	278	4.24	4.55	0.82	0.99	5.33	4.56	5.14	0.80	1.06	8.29
Ubly (32170)	2	CAT A2	36	1.48	2.43	0.61	0.57	8.64	1.46	2.73	0.60	0.58	12.70
Wayne-Westland (82160)	2	MAT-PRI 1 F	361	1.69	2.23	0.31	0.59	19.00	1.85	2.63	0.52	0.87	26.67
	3	MAT-PRI 2 F	356	2.17	2.73	0.38	0.60	29.00	2.38	3.04	0.46	0.71	23.00
	4	MAT ELE F	203	2.52	3.27	0.77	1.01	15.20	3.15	4.01	0.73	0.93	17.20
	5	MAT-INT F	370	3.63	4.24	0.96	1.17	15.50	4.01	4.77	0.80	1.06	19.00
	6	MAT-INT F	213	4.37	4.91	1.18	1.29	9.00	4.76	5.62	1.00	1.18	17.80
Willow Run (81150)	2	SAT W1	103	1.40	1.88	0.29	0.50	9.60	1.69	2.97	0.32	7.73	1.68
	2	SAT W	39	1.35	1.81	0.20	0.35	9.20	1.71	2.18	0.38	0.53	9.60
	3	CTBS Q1	87	1.54	2.43	0.47	0.68	9.89	2.14	3.29	0.37	0.69	14.25
	4	CTBS Q2	115	1.91	3.64	0.64	1.08	15.73	2.67	4.03	0.53	1.10	12.09
	5	CTBS Q2	73	2.84	3.51	0.78	1.00	6.09	3.17	3.94	0.58	0.93	6.33
	6	CTBS Q2	73	3.19	3.94	0.97	0.98	9.38	3.55	4.55	0.54	1.29	6.67
Woodhaven (82365)	1	SAT-PRI 1 W	37	1.30	1.56	0.15	0.35	5.40	1.21	1.69	0.17	0.41	8.00
	4	SAT-INT 1 W	34	2.79	3.76	0.31	0.98	6.47	2.77	3.65	0.31	0.62	8.80

COMPARISONS OF MEANS AND STANDARD DEVIATIONS OF PRETEST AND POSTTEST SCORES BY GRADE LEVEL

READING AND MATH TEST				READING PORTION					MATH PORTION				
DISTRICT	GRADE LEVEL	TEST ID	NUMBER	MEAN		STD-DV		T-RATIO	MEAN		STD-DV		T-RATIO
				Pre	Post	Pre	Post		Pre	Post	Pre	Post	
Pontiac (63030)	2	MAT-PRI 1 F	335	2.25	2.30	4.89	0.68	0.15					
	3	MAT-PRI 2 F	275	2.50	2.58	4.40	0.75	0.33					
	4	MAT-ELE F	260	2.75	2.97	4.53	0.94	0.76					
	5	MAT-INT F	200	4.07	3.96	5.05	1.05	-0.31					
	6	MAT-INT F	193	4.22	4.48	3.71	1.19	1.00					
	2	MAT-PRI 1 F	335						1.97	3.17	2.88	6.11	3.22
	3	MAT-PRI 2 F	275						3.07	2.50	6.17	0.99	-1.50
	4	MAT ELE F	260						5.14	3.40	10.72	1.00	-2.55
	5	MAT-INT F	200						5.59	4.34	9.17	0.99	-1.89
	6	MAT-INT F	193						4.66	4.99	3.63	1.12	1.23

COMPARISONS OF MEANS AND STANDARD DEVIATIONS OF PRETEST AND POSTTEST SCORES BY GRADE LEVEL

READING AND MATH TEST				READING PORTION					MATH PORTION				
DISTRICT	GRADE LEVEL	TEST ID	NUMBER	MEAN		STD-DV		T-RATIO	MEAN		STD-DV		T-RATIO
				Pre	Post	Pre	Post		Pre	Post	Pre	Post	
Ferndale (63020)	3	CRITB 4	48						2.35	2.68	0.50	0.84	2.20
	5	CRITB 4	40						4.38	4.37	0.66	0.93	-0.06
Grand Rapids (41010)	2	MAT-PRI 1 G	516	1.53	2.17	0.28	0.46	33.50	1.48	2.32	0.33	0.54	49.00
	3	MAT-PRI 1 G	388	1.88	2.44	0.41	0.78	14.25	1.96	2.88	0.55	0.79	30.33
	4	MAT ELEM G	661	2.19	2.95	0.56	0.80	25.33	2.60	3.64	0.67	0.92	39.33
	5	SAT-INT 1 X	524	3.01	3.86	0.70	1.09	17.20	3.80	4.59	0.91	0.97	16.40
	6	SAT-INT 2 X	444	3.82	4.45	0.94	1.30	10.50	4.60	5.10	1.07	1.06	8.33
	7	SAT-INT 2 X	66	3.24	5.29	0.50	1.54	12.81	3.89	4.71	0.56	0.87	7.42
Kalamazoo (39010)	2	MAT-PRI 1 F	31	1.41	1.88	0.23	0.56	5.88	1.24	1.93	0.21	0.66	6.50
	3	MAT-PRI 2 F	48	1.85	2.42	0.32	0.50	8.14	1.77	2.59	0.40	0.74	9.11
	4	MAT ELEM F	39	2.04	2.91	0.51	0.92	6.69	2.28	3.54	0.47	0.60	-2.29
Lincoln Consol. (81070)	2	MAT-PRI 1 F	39	1.63	1.88	0.25	0.31	6.25	1.64	2.18	0.31	0.63	6.11
	3	MAT-PRI 2 F	35	1.97	2.26	0.30	0.42	4.67	2.11	2.70	0.43	0.79	6.56
	4	MAT ELEM F	34	2.00	2.92	0.51	0.69	8.36	2.64	3.52	0.51	0.75	9.89
	5	MAT-INT F	34	2.98	3.29	0.53	0.63	2.91	3.34	4.02	0.74	0.90	4.60
	6	MAT-INT F	36	3.53	3.83	0.77	0.82	2.73	3.79	4.26	0.65	0.83	3.57
Muskegon (61010)	2	WRAT	141	1.61	2.29	0.31	0.63	17.50	2.00	3.06	0.38	0.59	21.20
	3	WRAT	153	2.05	2.71	0.46	0.74	16.50	2.68	3.49	0.57	0.55	16.20
	4	WRAT	172	2.49	3.49	0.63	1.05	16.67	3.26	4.04	0.50	0.66	15.60
	5	WRAT	156	3.11	4.22	0.74	1.14	19.00	3.73	4.50	0.58	0.65	16.00
	6	WRAT	126	3.57	4.60	1.01	1.40	12.75	4.03	4.90	0.76	0.81	13.00

COMPARISONS OF MEANS AND STANDARD DEVIATIONS OF PRETEST AND POSTTEST SCORES BY GRADE LEVEL

READING AND MATH TEST				READING PORTION					MATH PORTION				
DISTRICT	GRADE LEVEL	TEST ID	NUMBER	MEAN		STD-DV		T-RATIO	MEAN		STD-DV		T-RATIO
				Pre	Post	Pre	Post		Pre	Post	Pre	Post	
Romulus (82130)	1	MAT A	146	1.27	1.15	0.30	0.38	-4.33	1.13	1.05	0.29	0.33	-3.00
	2	MAT G	144	2.01	1.93	0.84	0.76	-1.14	1.54	1.98	0.54	0.84	7.33
	3	SDT 1 W	135	1.89	2.14	0.58	0.86	3.57	2.34	2.70	0.56	0.92	5.00
	4	SDT 1 W	129	2.41	2.82	0.72	1.01	6.00	3.09	3.50	0.64	1.04	5.13
	5	SDT 1 W	127	2.47	2.68	0.71	1.23	2.00	3.40	3.76	0.68	1.33	3.27
	6	SDT 2 W	122	2.15	3.29	0.43	1.71	7.60	3.79	3.86	0.79	1.54	0.54
Van Buren (82430)	3	SAT-PRI 1 W	54	1.92	2.63	0.38	0.52	14.20	2.13	2.87	0.30	0.59	9.25
	4	SAT-PRI 2 W	73	2.58	3.35	0.67	0.85	12.67	2.72	3.80	0.45	0.75	14.86
	5	SAT-INT 1 W	66	3.53	4.49	0.50	0.83	13.57	3.47	5.06	0.55	1.06	14.46
	6	SAT-INT 1 W	60	3.76	5.00	0.64	1.32	9.62	3.88	5.37	0.56	1.06	13.55
Westwood (82240)	4	MAT-INT 1	64	2.28	3.23	0.36	0.67	10.44	2.43	3.82	0.36	0.65	17.38
Ypsilanti (81020)	4	MAT-PRI 2 F	32	2.57	3.99	0.48	1.39	7.94	2.54	4.01	0.55	1.20	8.18

COMPARISONS OF MEANS AND STANDARD DEVIATIONS OF PRETEST AND POSTTEST SCORES BY GRADE LEVEL

READING AND MATH TEST				READING ONLY					MATH ONLY				
DISTRICT	GRADE LEVEL	TEST ID	NUMBER	MEAN		STD-DV		T-RATIO	MEAN		STD-DV		T-RATIO
				Pre	Post	Pre	Post		Pre	Post	Pre	Post	
Battle Creek (13020)	2	CAT A1	40	1.12	2.26	0.53	0.63	11.40					
	3	CAT A2	41	1.70	2.67	0.73	0.95	9.60					
	4	CAT A2	41	2.15	3.44	0.81	1.41	8.13					
	5	CAT A3	56	2.78	4.02	0.80	1.14	8.27					
	6	CAT A3	50	3.08	4.36	1.07	1.61	7.59					
Covert (80040)	2	MAT-PRI 1 F	41	1.38	1.79	0.24	0.48	6.83					
	3	MAT-PRI 1 F	36	2.07	2.72	0.45	0.76	5.91					
	4	MAT-PRI 2 F	31	2.64	3.40	0.51	0.88	8.33					
D[illegible] ([illegible]		AT-PRI 1 X	2780	1.31	1.76	0.80	1.74	14.67					
	[illegible]	SAT-PRI 1 X	3639	1.60	2.46	2.74	5.69	9.56					
	[illegible]	ITBS 5 9	2782	2.27	3.02	2.48	3.12	10.71					
	4	ITBS 5 10	3234	2.88	3.77	4.31	5.06	9.89					
	5	ITBS 5 11	3420	3.56	4.31	4.04	4.52	10.71					
	6	ITBS 5 12	3201	4.39	5.19	7.45	8.25	5.33					
Flint (25010)	2	SRA C 12	447	1.42	2.51	0.34	0.61	36.33					
	3	SRA C 24	180	2.02	2.88	0.52	0.73	17.00					
	4	SRA C 24	240	2.91	3.61	0.61	1.03	14.00					
	5	SRA C 49	150	3.45	4.33	0.33	1.01	11.00					
	6	SRA C 49	143	3.85	4.94	0.63	1.15	12.11					
Highland Park (82070)	2	WRAT 01	264	1.44	2.67	0.24	0.78	24.80					
	3	WRAT 01	278	2.01	3.43	0.40	1.29	20.29					
	4	WRAT 01	134	2.47	3.80	0.46	1.20	16.75					
	5	WRAT 01	163	3.01	4.27	0.78	1.42	15.75					
	6	WRAT 01	226	3.52	5.00	0.88	1.58	18.50					
	6	WRAT 01	54						3.78	5.68	0.60	1.01	14.61
Lakeville (25280)	6	CAT W	44						4.51	5.70	0.43	0.62	13.22

COMPARISONS OF MEANS AND STANDARD DEVIATIONS OF PRETEST AND POSTTEST SCORES BY GRADE LEVEL

READING AND MATH TEST				READING ONLY					MATH ONLY				
DISTRICT	GRADE LEVEL	TEST ID	NUMBER	MEAN		STD-DV		T-RATIO	MEAN		STD-DV		T-RATIO
				Pre	Post	Pre	Post		Pre	Post	Pre	Post	
Lansing (33020)	2	SAT-PRI 1 X	488	1.53	2.25	0.23	0.50	36.50					
	3	SAT-PRI 1 X	317	1.96	2.78	0.28	0.62	27.33					
	4	SAT-PRI 2 X	325	2.51	3.40	0.45	0.60	29.67					
	5	SAT-INT 1 X	132	3.25	4.25	0.51	0.87	12.50					
	6	SAT-INT 2 X	188	3.88	4.73	0.55	0.80	14.00					
	3	SAT-PRI 2 X	43						2.11	3.15	0.29	0.67	13.50
	4	SAT-INT 1 X	41						2.71	3.79	0.41	0.63	9.46
	5	SAT-INT 1 X	95						3.45	4.35	0.50	0.59	15.17
	6	SAT-INT 2 X	69						4.18	5.14	0.53	0.73	10.56
Muskegon Hts. (61020)	2	SAT-PRI 1 W	150	1.42	2.04	0.23	0.42	20.67					
	3	SAT-PRI 2 W	103	1.67	2.36	0.24	0.50	14.00					
	4	SAT-INT 1 W	104	2.51	3.08	0.37	0.38	14.25					
	5	SAT-INT 1 W	129	3.32	4.13	0.40	0.66	16.20					
	6	SAT-INT 2 W	109	3.93	4.75	0.54	1.10	9.11					
Saginaw (73010)	2	SAT-PRI 1W 2	518	1.57	2.17	0.31	0.55	30.00					
	3	ITBS 4 3	77	2.25	2.96	0.67	0.71	5.92					
	4	ITBS 4 4	88	2.79	3.37	0.62	0.85	5.80					
	5	ITBS 4 5	163	3.65	4.06	0.76	0.99	5.13					
	6	ITBS 4 6	136	4.55	4.89	0.90	1.09	3.78					
Pontiac (63030)	1	MAT-PRI MRF	55	0.26	4.34	0.11	2.32	13.16					
	2	MAT-PRI 1 F	49	6.82	1.79	15.90	0.54	-2.21					
	3	MAT-PRI 2 F	60	3.05	2.54	6.64	1.07	-0.57					
	4	MAT ELE F	138	5.17	3.15	11.24	1.00	-2.05					
	5	MAT-INT F	72	5.62	4.14	10.09	0.99	-1.24					
	6	MAT-INT F	105	4.52	4.63	4.93	1.06	0.23					
	5	MAT-INT F	34	5.16	4.23	8.57	0.65	-0.64					

COMPARISONS OF MEANS AND STANDARD DEVIATIONS OF PRETEST AND POSTTEST SCORES BY GRADE LEVEL

READING AND MATH TEST				READING ONLY					MATH ONLY				
DISTRICT	GRADE LEVEL	TEST ID	NUMBER	MEAN		STD DV		T-RATIO	MEAN		STD DV		T-RATIO
				Pre	Post	Pre	Post		Pre	Post	Pre	Post	
Kalamazoo (39010)	2	MAT-PRI 1 F	162	1.41	1.95	0.24	0.43	18.00	1.31	2.10	0.15	0.47	13.33
	3	MAT-PRI 2 F	168	1.94	2.58	0.33	0.62	12.80	1.86	3.02	0.47	0.77	11.70
	4	MAT ELEM F	238	2.15	2.97	0.53	0.73	16.40	2.57	4.03	0.50	0.72	16.22
	5	MAT ELEM F	138	2.75	3.58	0.71	1.17	11.86	3.15	4.50	0.61	0.98	12.27
	6	MAT-INT 1 F	54						4.14	5.59	0.79	1.15	9.67
Van Buren (82430)	3	SAT-PRI 1 W	64	1.78	2.81	0.24	0.59	17.17					
	4	SAT-PRI 2 W	44	2.60	3.68	0.53	0.71	10.90					
	6	SAT-INT 1 W	30	3.99	5.63	0.72	1.91	6.56					
Westwood (82240)	2	MAT-PRI 1 F	34						1.27	2.66	0.11	0.64	12.64
Ypsilanti (81020)	2	MAT-PRI 1 F	127	1.65	2.45	0.25	0.70	16.00					
	3	MAT-PRI 2 F	143	2.11	2.92	0.36	0.97	11.43					
	4	MAT ELEM F	89	2.19	3.11	0.61	0.96	13.29					
	4	MAT-PRI 2 F	49	2.86	4.78	0.52	1.86	8.34					
	5	MAT-INT F	77	3.36	4.31	0.86	1.03	9.50					
	6	MAT-INT F	87	3.95	4.72	0.78	1.29	8.56					

APPENDIX F

One Way Classification Analysis of Variance -- Summary of "F" Ratios

Pages 128 Through 129

Appendix F

One way classification analysis of Variance

	66 School Districts		Detroit Public Schools	
	F	df	F	df
Type of Program (Reading & Arithmetic Programs & Reading only Programs)	15.22**	1/1985	0.71	1/783
Grade Levels (3-6 Grades)				
Reading	2.62*	3/1983	2.16	3/781
Arithmetic	1.38	3/1645	0.61	3/377
Funding Level (1,2,3, & blank)				
Reading	9.38**	3/1983	5.37**	3/781
Arithmetic	14.48**	3/1645	6.27**	3/377
Years of Operation (1-4 Years)				
Reading	5.49**	4/1982	NA	NA
Arithmetic	9.29**	4/1644	NA	NA
Program Duration (6-8 months) (6-7 months - Detroit only)				
Reading	0.72	3/1983	7.69	1/783
Arithmetic	4.95**	3/1645	36.98	1/379

*P is less than .05
**P is less than .01